

2000

# School of Social and Systemic Studies 2000-2001 Catalog

Nova Southeastern University

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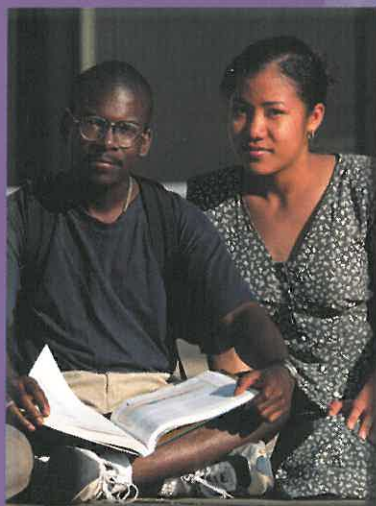
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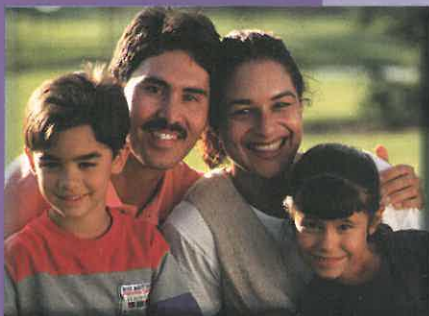
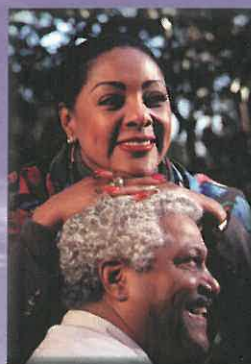
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# School of Social and Systemic Studies



Department of Dispute Resolution  
Department of Family Therapy



CATALOG 2000-2001



# SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

2000-2001 Catalog

*Policies and programs set forth in this catalog are effective through August 31, 2001.  
Regulations and requirements, including fees, are necessarily subject to change without notice at  
any time at the discretion of the Nova Southeastern University administration.*





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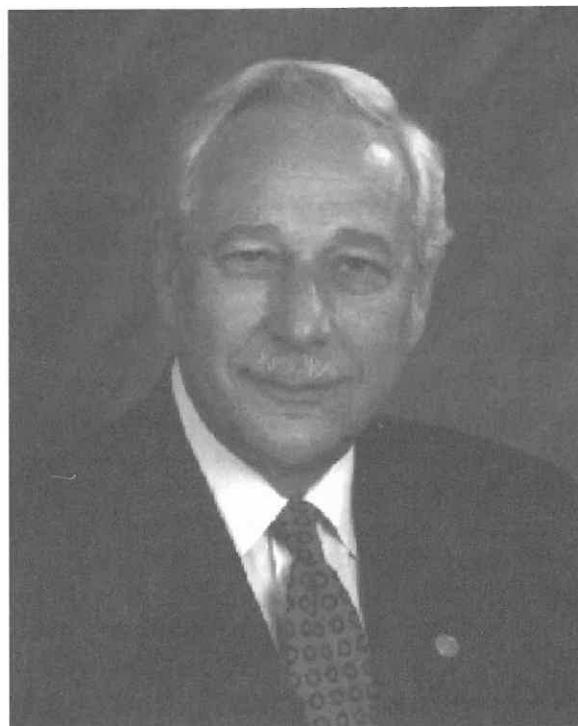
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## PRESIDENT'S MESSAGE

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Such practical, collaborative thinking is the essence of NSU. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based. As president of NSU, I welcome you to our family, whether you are a full-time student on our 232-acre main campus or a part-time student attending programs at any of our convenient locations spanning the globe.

Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.



Ray Ferrero, Jr., J.D.  
President  
Nova Southeastern University



# NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is an independent, nonsectarian, university chartered by the state of Florida in 1964. The university's main campus is located west of Fort Lauderdale, 10 miles inland from the Atlantic Ocean, and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional campuses are in downtown east Fort Lauderdale, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based prekindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, marine biology, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, the health professions, and physical, social, and computer sciences.

Located on NSU's main campus, the Family Center is a community resource that provides education and therapeutic services for families and their children. The Family Center, which also includes the Ralph J. Baudhuin Oral School and the Family Center of Tampa Bay, provides a spectrum of family-related programs designed to promote positive interaction between parents and children. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. A separate but related entity, the University School of Nova Southeastern University, a fully accredited independent college preparatory day school, enrolls students in prekindergarten through senior high and operates campuses in Davie and Coral Springs, Florida.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The NSU Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the university extends its resources to provide educational opportunities to working professionals nationwide, with faculty members teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

## **MISSION STATEMENT: NOVA SOUTHEASTERN UNIVERSITY**

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Approved by the Board of Trustees, March 24, 1997

## **MISSION STATEMENT: SCHOOL OF SOCIAL AND SYSTEMIC STUDIES**

In the School of Social and Systemic Studies, we focus on academic excellence and leadership in the education of ethical, diverse, and reflective professionals who provide effective services to individuals, families, and larger complex systems. To this end, we constantly work to expand and improve the school's efforts in the areas of alternative programming, flexible degree planning, technological innovation, and student-centered service.

Approved on October 24, 1995

## **NOTICE OF NONDISCRIMINATION**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

## **ACCREDITATION**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

## DEAN'S MESSAGE

Welcome to the School of Social and Systemic Studies at Nova Southeastern University.

This is an exciting time in human history, and we invite you to embark on your graduate studies in your chosen field at NSU. As you know, NSU offers state-of-the-art programs that are committed to academic excellence, social responsibility, cultural diversity, informed professional development, and reflective practices. We design and deliver these academic programs through flexible formats of evening classes, residential institutes, and online seminars. These allow and encourage mid-career working adults and other students to define and shape their own intellectual and practice paths in a creative, rigorous, individualized, and structured fashion.

Family is a basic cell of human society. Our family therapy programs address challenges and problems from a systems perspective. Also, conflicts and disputes are everywhere. Our dispute resolution programs tackle many modes of peacemaking and conflict resolution on various levels and in different arenas.

NSU attracts lifelong learners from all over the country and overseas. Students are challenged with innovative, facilitative, and holistic approaches to learning. In our graduate programs, students' backgrounds are diverse and vigorous. Our programs educate clinicians, community mediators and organizers, public administrators, business managers, court personnel, trainers, teachers, researchers, therapists, social workers, counselors, child care providers, psychologists, pastors, police officers, doctors,

nurses, urban planners, organization consultants, human resource professionals, supervisors, social services workers, government employees, nongovernmental organization practitioners, customer service agents, resident directors, and college professors, among others.

I want to welcome you to our dynamic learning community at the School of Social and Systemic Studies. Good luck with your career and graduate studies.



Honggang Yang, Ph.D.  
Dean

## SCHOOL OF SOCIAL AND SYSTEMIC STUDIES

The School of Social and Systemic Studies is one of the university's 15 academic centers, each of which has a specific educational focus. The School of Social and Systemic Studies focuses on teaching, researching, and applying social theories to improve human living. We offer graduate and postgraduate programs in family therapy and dispute resolution. The school also sponsors community and clinical programs and conducts research to understand social interaction and introduce social transformation.

Within the school, the Department of Family Therapy offers the M.S. for applicants who plan to practice family therapy. The M.S. in family therapy prepares graduates for internship and employment where they can accumulate supervised experience toward state licensure as marriage and family therapists. The M.S. Program in Marriage and Family Therapy has full accreditation with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy, effective July 1, 1996 through June 30, 2002.

The school also offers the Ph.D. for those who plan to supervise, teach, and research family therapy. The Ph.D. in family therapy prepares graduates to provide leadership for community practices and agencies, training programs at universities and institutes, as well as professional organizations and associations. Doctoral students learn scholarly inquiry through qualitative and quantitative research training in methods of human communication study. Students complete four semesters of clinical training at our own Family Therapy Associates, as well as a nine month clinical internship at a clinical site of their choice.

The department also offers the medical family therapy program, a specialization available in both the M.S. and Ph.D. programs. This course of study was created to offer training and research projects that encourage collaboration among physicians, family therapists, and family members.

Effective strategies of mediation, peace building, arbitration, negotiation, facilitation, collaborative problem solving, and conciliation have emerged as useful approaches to resolve costly adversarial disputes and violent conflicts. The school therefore offers both residential and online graduate programs in conflict resolution through the Department of Dispute Resolution. The graduate certificate in dispute resolution provides students an opportunity to learn practitioner's skills, while the M.S. and Ph.D. in dispute resolution offer comprehensive in-depth education in nonadversarial problem resolution for reflective practitioners, researchers, and professionals. Students conduct their experiential learning at a wide variety of community and organization settings.

The school also publishes *The Qualitative Report*, a print and electronic periodical for articles and news in qualitative research in family therapy and related areas.

Additionally, the school is proud to be the home of the Institute for the Study of Cultures/Families (ISCF). The ISCF utilizes a rich natural resource of the school, our culturally diverse student body.

Through its clinical, community, and academic divisions, the institute promotes understanding of the many ways that cultures and families provide their members with fundamental life skills, strengths, and orientations to living.

The academic departments of the School of Social and Systemic Studies also conduct a variety of continuing education programs in support of their specific fields. The faculty holds a yearly Scholarship Series, with presentations on an array of topical issues and whose proceeds support academic scholarships for students. Other seminars and workshops have addressed topics such as basic and advanced hypnosis techniques, working within a managed care setting, and diversity issues for therapists. The school also sponsors community-related activities such as presenting acclaimed speakers on topics related to the fields of family therapy and conflict resolution.

All research initiatives, training programs, and clinical services emphasize respect for clients and colleagues. The programs avoid pathologizing or stereotyping any person and encourage all students, staff, and faculty to promote human welfare through social criticism and action. We welcome applications from students of all backgrounds.

### ***School of Social and Systemic Studies Online***

To offer students, graduates, faculty, and staff members greater access to important information, the School of Social and Systemic Studies provides a comprehensive World Wide Web homepage ([www.nova.edu/ssss](http://www.nova.edu/ssss)), which contains the school catalog, student handbooks, policies and procedures, academic calendar, and email addresses. In addition, the SSSS Web pages are home to a number of unique online resources created and developed here at the school.

#### **The Department of Dispute Resolution**

[www.nova.edu/ssss/DR](http://www.nova.edu/ssss/DR)

#### **The Department of Family Therapy**

[www.nova.edu/ssss/FT](http://www.nova.edu/ssss/FT)

#### **The Qualitative Research Project**

[www.nova.edu/ssss/qualinq.html](http://www.nova.edu/ssss/qualinq.html)

#### **The Academy of Dispute Resolution**

[www.nova.edu/adr](http://www.nova.edu/adr)

#### **Institute for the Study of Cultures/Families**

[www.nova.edu/ssss/Cultures](http://www.nova.edu/ssss/Cultures)

#### **Scholarship/Fellowship Search Program**

[www.nova.edu/ssss/SFSP](http://www.nova.edu/ssss/SFSP)

#### **Career Development Program**

[www.nova.edu/ssss/CDP](http://www.nova.edu/ssss/CDP)

# ACADEMIC CALENDAR FOR 2000-2001

## **Fall 2000 (13-week semester)**

Start Classes: Tuesday, September 5

Holidays: Yom Kippur, Monday, October 9  
Thanksgiving, Thursday, November 23  
Thanksgiving, Friday, November 24

Finish Classes: Monday, December 4

## **Winter 2001 (13-week semester)**

Start Classes: Monday, January 8

Holidays: Martin Luther King Day, Monday, January 15

Reading Week: Week of February 26

Finish Classes: Thursday, April 5

## **Summer 2001 (12-week semester)**

Start Classes: Monday, April 23

Holidays: Memorial Day, Monday, May 28  
Independence Day, Wednesday, July 4

Finish Classes: Thursday, July 12

## **Fall 2001**

Start Classes: Monday, September 10





# **The Department of Family Therapy**



## M.S. IN FAMILY THERAPY

The Master of Science in Family Therapy Program is designed to help students develop clinical excellence. In 48 credit hours of classes and clinical practice, students prepare for careers as marriage and family therapists. Training is concentrated on brief, interactional models of family therapy, qualifying our graduates to practice in a time-sensitive, cost-effective manner. Our graduates find employment in private practice, employee assistance programs, managed care and health maintenance organizations, family service agencies, schools, churches, hospitals, and other clinical settings. Records are kept on graduates' employment, and a brief summary of these employment statistics is available on request. Some graduates have found employment locally in agencies/organizations such as the Drug Abuse Foundation of Delray Beach, Communities in Schools, Hospice by the Sea, Henderson Mental Health Center, and Broward General Hospital.

Students in the program receive clinical training and experience at Family Therapy Associates, NSU's own family therapy clinic, which serves a wide variety of clients from all life circumstances. Please note that all students enrolled in a practicum must provide proof of professional liability insurance. In addition, after this initial training, students may be placed in an off-campus internship site. Available internship sites offer students the opportunity to specialize in work with bilingual families, families with a developmentally delayed child, families coping with a chronically ill family member, and other special populations. The opportunity for intense, closely supervised, and widely varied clinical experience is an important feature of our program. Recently, students have been placed in more than 35 locations, including Communities in Schools, which serves all Broward County schools, the Fifth Street Counseling Center, the Baudhuin School at Nova Southeastern University, the Atrium, and Fort Lauderdale Hospital.

Applications are accepted from any person with a bachelor's degree from a regionally accredited university. Criteria for acceptance into the master's program include a major emphasis on student interest in learning systemic theories and therapies. The second major emphasis in master's admission is on interviewing ability. Applicants who demonstrate significant ability to listen to others, lead conversation, and learn from dialogue will be best prepared for admission.

Students enroll for at least six credits per semester; however, they are encouraged to register for nine credits per semester. Taking nine credits per term, students can expect to complete the program in two years. Taking six credits per term, students complete the program in three years. Both plans include study during the summer semester. Students usually apply in the spring to begin their programs in the fall of the year. All systems theories and family therapy course sequences begin in the fall.

In the last semester of their degree program, all M.S. students complete a comprehensive examination. A series of questions that cover all courses and practica, the examination serves as a time of reflection and integration before graduation. Students who fail the examination twice will not graduate.

The Master of Science Degree Program in Marriage and Family Therapy has been awarded full accreditation with the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), effective 1996 through 2002. The program fulfills all the academic requirements for state licensure in Florida and for clinical membership in AAMFT (additional post-master's experience is required for both credentials).

For specifics regarding the comprehensive examination, the internship experience, and all other aspects of this program, please refer to the *Student Handbook* compiled for this program.

### ***M.S. in Family Therapy Curriculum***

Course Topics/Titles	Course Number
Theoretical Foundations (6 credits):	
Introduction to Systems Theories	SFTM 5310
Critical Issues in Systems Theories	SFTM 5311
Marital and Family Therapy (15 credits):	
Introduction to Marital and Family Therapy	SFTM 5320
Theories of Marital and Family Therapy	SFTM 5321
Clinical Practice in Marital and Family Therapy	SFTM 5322
Assessment in Marital and Family Therapy	SFTM 6320
Individual and Group Psychotherapy	SFTM 6374
Human Development (9 credits):	
Diversity in Human and Family Development	SFTM 6331
Human Sexuality and Gender	SFTM 6332
Theories of Personality and Psychopathology	SFTM 6333
Professional Studies (3 credits):	
Legal, Ethical, and Professional Issues	SFTM 6340
Research (3 credits):	
Research in Marital and Family Therapy	SFTM 5350
Supervised Clinical Practice (12 credits):	
Practicum I	SFTM 5360

Practicum II	SFTM 6360
Practicum III *	SFTM 6361
Practicum IV *	SFTM 6362
Practicum V **	SFTM 6364
Electives (optional):	
Academic Writing	SFTM 5510
New Technology Resources for Professionals	SFTM/SFTD 5051

Other courses, including specialization courses, as approved by the director.

\* May be specifically focused for students taking approved specializations.

\*\* This course is required for students who do not complete the required hours of clinical experience by the end of Practicum IV.

### ***Course Descriptions***

All courses are three credit hours unless otherwise indicated.

#### **SFTM 5051 - New Technology Resources for Professionals**

In this course, practitioners will be oriented to the latest Internet, personal computer, telecommunication, and videoconferencing technologies and applications. They will be shown how these tools can be readily utilized in their day-to-day, professional activities through hands-on, participatory exercises and activities. Participants will develop practical and useful applications in electronic publishing, information navigation, marketing, public relations, and networking.

Offered: occasionally

#### **SFTM 5310 - Introduction to Systems Theories**

Presents an overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships, with an emphasis on cybernetics.

Offered: fall

#### **SFTM 5311 - Critical Issues in Systems Theories**

Addresses critical issues in systems theories, including biological, narrative, and feminist critiques of cybernetics.

Offered: winter

Prerequisite: Introduction to Systems Theories (SFTM 5310)



**SFTM 5320 - Introduction to Marital and Family Therapy**

Reviews the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic counseling concepts and skills.

Offered: fall

**SFTM 5321 - Theories of Marital and Family Therapy**

Offers a comparative study of theories of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. Survey of differences in clinical practice.

Offered: winter

**SFTM 5322 - Clinical Practice in Marital and Family Therapy**

Examines applications of family therapy methods in specific situations such as divorce, child rearing, school problems, chronic illness, teen runaways, elderly care, substance abuse, suicide, family violence, and medical trauma.

Offered: fall

Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321)

**SFTM 5350 - Research in Marital and Family Therapy**

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field.

Offered: winter

**SFTM 5360 - Practicum I**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates, under faculty supervision.

Offered: winter

Prerequisites: Introduction to Systems Theories (SFTM 5310), Introduction to Marital and Family Therapy (SFTM 5320), and Legal, Ethical, and Professional Issues (SFTM 6340)

**SFTM 5510 - Academic Writing**

A seminar on how to write well.

Offered: summer and fall

**SFTM 6320 - Assessment in Marital and Family Therapy**

An overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments.

Offered: summer

Prerequisites: Introduction to Marital and Family Therapy (SFTM 5320) and Theories of Marital and Family Therapy (SFTM 5321)

**SFTM 6331 - Diversity in Human and Family Development**

Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture, from childhood through old age. Discusses the implications for interactional therapies.

Offered: fall

**SFTM 6332 - Human Sexuality and Gender**

Reviews the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems, comparing interactional approaches with psychodynamic and behavioral models.

Offered: summer

**SFTM 6333 - Theories of Personality and Psychopathology**

Reviews the major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems. Focuses on the study of implications for treatment and comparisons with interactional approaches.

Offered: summer

**SFTM 6340 - Legal, Ethical, and Professional Issues**

An explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; reviews therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; and offers an overview of professional opportunities in public service and training programs.

Offered: fall

**SFTM 6360 - Practicum II**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates, under faculty supervision.

Offered: summer

Prerequisites: Practicum I (SFTM 5360), Critical Issues in Systems Theories (SFTM 5311), and Theories of Marital and Family Therapy (SFTM 5321)

**SFTM 6361 - Practicum III**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates or at an approved off-campus internship site, under supervision of faculty members and qualified professionals.

Offered: fall

Prerequisites: Practicum II (SFTM 6360), Clinical Practice in Marital and Family Therapy (SFTM 5322), and faculty approval.

**SFTM 6362 - Practicum IV**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty members and qualified professionals.

Offered: winter

Prerequisite: Practicum III (SFTM 6361)

**SFTM 6364 - Practicum V**

Provides the opportunity for practice of marital and family therapy at Family Therapy Associates or at an approved off-campus site, under supervision of faculty members and qualified professionals. Must be repeated until the student achieves a total of 500 client contact hours, or may be repeated if the student wishes additional experience beyond the requisite 500 hours.

Offered: summer

Prerequisite: Practicum IV (SFTM 6362)

### **SFTM 6374 - Individual and Group Psychotherapy**

Reviews major theories of psychotherapy and understanding of psychosocial development on which they are based. Explores individual and group techniques from psychodynamic, behavioral/cognitive, humanist/experiential, and systemic approaches. Offered: winter

## **PH.D. IN FAMILY THERAPY**

The Ph.D. Program in Family Therapy prepares graduates for careers as teachers, researchers, supervisors, and senior clinicians. The Marriage and Family Therapy Program at Nova Southeastern University has candidacy status with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 1133 15<sup>th</sup> Street, N.W., Suite 300, Washington, D.C. 20005-2710, (202) 452-0109. The candidacy period is effective July 1, 1999, through July 31, 2004. The 96-credit-hour program entwines systemically oriented theory, clinical practice, and qualitative and quantitative research. The core curriculum includes:

- ◆ Two philosophy classes, one devoted to the cybernetic ideas of Gregory Bateson, the other to the issues of social constructionism, feminism, and postmodernism.
- ◆ Four courses that explore the theoretical and clinical applications of the notions discussed in the philosophy courses. Particular attention is paid to brief interactional therapies, such as MRI and solution-focused approaches, Ericksonian hypnotherapy, the work of the Milan Associates, and a variety of reflecting-team formats.
- ◆ Four semesters of continuous enrollment in clinical practica at Family Therapy Associates. Each semester, teams of five or six students meet weekly with a faculty member for live supervision of cases at our on-campus clinic.
- ◆ Four classes in quantitative and qualitative research, which provide comprehensive coverage of marriage and family therapy research, statistics, research methodologies, and computer analysis and interpretation.
- ◆ One course in the supervision and teaching of family therapy. This class, which fulfills the didactic instruction component for AAMFT-approved supervisor status, may be followed by either a supervision and/or a teaching practicum.

Students have the opportunity to take electives in various specialties, such as medical family therapy and dispute resolution, one of which may be included as part of the curriculum. Additional courses help students fulfill many of the academic requirements for licensure in Florida (and other states) as a marriage and family therapist. During the program, students may also fulfill the academic requirements for becoming a clinical member and approved supervisor in the American Association for Marriage and Family Therapy. The program's supervision class has been approved by the Commission on Supervision of the AAMFT. Students who wish further training in the supervision and teaching of systemic therapies may apply to the faculty for

permission to take supervision and/or teaching practica. If approved, students may supervise beginning clinicians and/or may assist in instructing master's students in the school.

Before beginning their second year, students go through the preliminary examination process, during which the faculty assesses evaluations of written class assignments and practicum evaluations, as well as the student evaluation criteria. During the winter semester of their second year in the program, students have their clinical progress assessed through the clinical qualifying exam. This is a formal presentation of the student's clinical work that provides the student with an opportunity to demonstrate clinical competence and creativity, theoretical clarity, and clear integration of clinical and theoretical concepts. Additionally, at the beginning of July of their second year, students submit their research and substantive qualifying examinations. The substantive exam is a publishable-quality paper that makes an original contribution to the field of family therapy.

Students may enroll full or part time in the program, taking six to 15 credit hours per semester. Following the completion of at least two years of full-time course work, as well as the successful completion of the clinical qualifying exam and submission of the research and substantive qualifying exams, students begin a nine-month clinical internship in a clinical site of their choice. All students must be continuously enrolled, taking classes in fall, winter, and summer semesters. Students completing their internship enroll in either one or three credit hours per semester for the internship, depending on their supervision needs. Students enrolled only in dissertation may take a minimum of two credits per semester and be considered full time.

The research exam assesses student knowledge of various aspects of qualitative and quantitative research. Once students have passed their qualifying examinations, they are eligible to begin the dissertation process. Students work closely with their dissertation chair and committee to hone their area of interest, conduct their research, and analyze the results. At the final defense, the student presents the completed study to the members of the committee and interested members of the academic community.

Applications are accepted from any person holding a master's degree from a regionally accredited university. Interested applicants should complete their application to the program during the winter preceding their desired fall start date. The faculty carefully considers a number of factors when choosing applicants for the Ph.D. program: knowledge of systemic theory as it relates to various approaches of family therapy, strong writing skills, clinical experience, evidence of commitment to advanced graduate training in systemic therapies, interpersonal style, and grades earned in previous undergraduate/graduate programs.

All students accepted for the fall are required to enroll in SFTD 5005, a one-week intensive introduction to the program, the field, the faculty, and each other. This course is held the week before commencement of fall classes. Applicants accepted for fall admission who are interested in taking classes before the commencement of their programs may obtain permission to take electives as postgraduate students.

Detailed information on all aspects of this program may be found in the *Student Handbook*.

**Prerequisites:** Before entering the program, all students must document at least two three-credit-hour courses covering basic family therapy concepts, as well as one course on individual and group psychotherapy. Any student who has not had these courses or their equivalent must take, as leveling courses, the following courses in our master's program:

SFTM 5320–Introduction to Marital and Family Therapy

SFTM 5321–Theories of Marital and Family Therapy

SFTM 6374–Individual and Group Psychotherapy

### ***Ph.D. in Family Therapy Curriculum***

Course Topics/Titles	Course Number
Orientation Courses (15 credits):	
Introduction to Doctoral Studies in Family Therapy	SFTD 5005
Introduction to Systems Theories	SFTD 5006
Research in Marital and Family Therapy	SFTD 5007
Legal, Ethical, and Professional Issues	SFTD 5300
Doctoral Seminar I	SFTD 5001
Doctoral Seminar II	SFTD 5002
Doctoral Seminar III	SFTD 5003
Systemic Family Therapies (18 credits):	
Systemic Family Therapy I	SFTD 5010
Systemic Family Therapy II	SFTD 5020
Systemic Family Therapy III	SFTD 5030
Systemic Family Therapy IV	SFTD 5040
Family Therapy Topics	SFTD 6530
Independent Study in Family Therapy	SFTD 6540
Systems Studies (6 credits):	
Language Systems	SFTD 5110
Thinking Systems	SFTD 5120

Clinical Practica (9 credits):	
Clinical Practicum I (3 credits)	SFTD 5210
Clinical Practicum II (3 credits)	SFTD 5220
Clinical Practicum III (2 credits)	SFTD 6210
Clinical Practicum IV (1 credit)	SFTD 6220
Supervision and Teaching (9 credits):	
Supervision and Teaching	SFTD 6310
Supervision Practicum	SFTD 6320
Teaching Practicum	SFTD 7360
Research Methods (12 credits):	
Quantitative Research I	SFTD 5410
Quantitative Research II	SFTD 6410
Qualitative Research I	SFTD 6430
Qualitative Research II	SFTD 7350
Internship (3 credits minimum)	SFTD 7410
Dissertation (12 credits):	
Dissertation	SFTD 6900
Students choose a total of nine credits from the following professional development courses (required for licensure in the state of Florida):	
Diversity in Human and Family Development	SFTD 6520
Assessment in Marital and Family Therapy	SFTD 7301
Personality Theories and Psychopathology	SFTD 7302
Human Sexuality and Gender	SFTD 7311
Specialty Electives:	
Academic Writing	SFTD 6510

Other courses, including specialization courses, as approved by the director.

Note: Students must either enroll in, or transfer into, the professional development courses, and may also choose to take any of the electives listed above.



### ***Course Descriptions***

All courses are three credit hours unless otherwise indicated.

#### **SFTD 5001 - Doctoral Seminar I (1 credit hour)**

General orientation to doctoral study. Students learn research, writing, and library skills necessary for authoring papers in doctoral courses.

Offered: fall

Prerequisite: Introduction to Doctoral Studies in Family Therapy (SFTD 5005)

#### **SFTD 5002 - Doctoral Seminar II (1 credit hour)**

Continuation of SFTD 5001. Students receive professional development opportunities and learn specific details regarding the preliminary and qualifying exams, internship, and dissertation.

Offered: winter

Prerequisite: Doctoral Seminar I (SFTD 5001)

#### **SFTD 5003 - Doctoral Seminar III (1 credit hour)**

Continuation of SFTD 5002. Students are tutored in the skills necessary to develop a clinical qualifying exam, and to prepare for the research and substantive qualifying exams.

Offered: fall

Prerequisite: Doctoral Seminar II (SFTD 5002)

#### **SFTD 5005 - Introduction to Doctoral Studies in Family Therapy**

Orients the incoming student to the core ideas and essential clinical skills of the various systemic approaches to family therapy taught in the SSSS Family Therapy Program. Provides introduction to clinical faculty and administrators, program goals and philosophy, campus information such as computer center and library, as well as team building among faculty and entering students. Intensive one-week course required during the week before commencement of fall classes.

#### **SFTD 5006 - Introduction to Systems Theories**

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Study of the emergence of theories from cybernetics to language studies.

Offered: fall

#### **SFTD 5007 - Research in Marital and Family Therapy**

Reviews quantitative and qualitative methods of inquiry, as exemplified in recent marital and family therapy research studies. Focuses on teaching students to be intelligent, critical consumers of research in the field.

Offered: winter

#### **SFTD 5010 - Systemic Family Therapy I**

Study of those systemic therapies informed by cybernetics and oriented to the social organization of communication. Emphasizes the work of the Mental Research Institute and more recent developments such as solution-focused therapy.

Offered: fall

Prerequisite: Introduction to Doctoral Studies in Family Therapy (SFTD 5005)

**SFTD 5020 - Systemic Family Therapy II**

Study of those systemic therapies oriented to the meaning expressed in communication, emphasizing the work of the Milan team and current developments such as narrative therapies and the reflecting team.

Offered: winter

Prerequisite: Systemic Family Therapy I (SFTD 5010)

**SFTD 5030 - Systemic Family Therapy III**

Acquaints students with the basic concepts of the natural systems approach to family therapy. Emphasizes family-of-origin issues, multigenerational systems processes, and biological/evolutionary contributions to the understanding of human systems.

Offered: fall

Prerequisite: Systemic Family Therapy II (SFTD 5020)

**SFTD 5040 - Systemic Family Therapy IV**

Study of the complexities and subtleties of language and the art of therapeutic implication. Discusses the relationships between hypnosis and brief therapy; draws on the work of Milton Erickson as a primary resource.

Offered: winter

Prerequisite: Systemic Family Therapy III (SFTD 5030)

**SFTD 5110 - Language Systems**

Locates the practice of therapy within cultural, philosophical, and scientific domains.

Uses notions about the relational nature of language as a means of examining, critiquing, and explicating therapeutic practice.

Offered: winter

Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent

**SFTD 5120 - Thinking Systems**

Study of systemic theory, particularly the ideas of relationship, difference, and context.

Emphasizes the ideas of Gregory Bateson.

Offered: fall

Prerequisite: Introduction to Systems Theories (SFTD 5006) or equivalent

**SFTD 5210 - Clinical Practicum I**

Supervised clinical work in systemic therapy. (To be taken concurrently with SFTD 5010.)

Offered: fall

Prerequisite: Legal, Ethical, and Professional Issues (SFTD 5300)

**SFTD 5220 - Clinical Practicum II**

Supervised clinical work in systemic therapy. (To be taken concurrently with SFTD 5020.)

Offered: winter

Prerequisite: Clinical Practicum I (SFTD 5210)

**SFTD 5300 - Legal, Ethical, and Professional Issues**

Explanation of accreditation and licensure organizations and the ethical codes they promote in family therapy and related fields; review of therapists' legal responsibilities and liabilities in mental health and family law, insurance claims, and private practice management; overview of professional opportunities in public service and training programs.

Offered: fall

**SFTD 5410 - Quantitative Research I**

Covers fundamental concepts and practices in quantitative research methods. Introduces measurement and statistics, questionnaire development, and experimental and quasi-experimental research designs for the human sciences. Exemplary studies from family therapy literature are included.

Offered: summer

Prerequisite: Research in Marital and Family Therapy (SFTD 5007) or equivalent

**SFTD 6210 - Clinical Practicum III (2 credit hours)**

Supervised clinical work in systemic therapy.

Offered: summer

Prerequisite: Clinical Practicum II (SFTD 5220)

**SFTD 6220 - Clinical Practicum IV (1 credit hour)**

Supervised clinical work in systemic therapy.

Offered: fall

Prerequisite: Clinical Practicum III (SFTD 6210)

**SFTD 6310 - Supervision and Teaching**

Introduction to supervision and instruction in systemic therapies. Review of supervision and teaching literature and didactic training in live supervision, case consultation, and instruction.

Offered: summer

Prerequisite: Clinical Practicum II (SFTD 5220)

**SFTD 6320 - Supervision Practicum**

Extensive live supervision and case consultation experience with clinicians in learning systemic therapies. Students receive supervision of their supervision of others. Students may repeat the course for credit.

Offered: any semester with faculty approval

Prerequisites: Supervision and Teaching (SFTD 6310) and faculty approval

**SFTD 6410 - Quantitative Research II**

An overview of the principles and techniques of computer-aided data analysis. Introduces the use of univariate, bivariate, and multivariate statistics for hypothesis testing. Provides an in-depth look at the theory and assessment of reliability and validity.

Prerequisite: Quantitative Research I (SFTD 5410)

**SFTD 6430 - Qualitative Research I**

Introduction to qualitative research methodologies. Focuses on the use of the investigator as the research instrument of choice. Participant observation and interviewing strategies are discussed. Introduces methods for transcribing and organizing interviews and field notes. Exemplary studies from other disciplines are used; however, studies from the family therapy literature, when available, are offered.

Offered: winter

Prerequisite: Quantitative Research II (SFTD 6410)

**SFTD 6510 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews.

Offered: fall or winter

**SFTD 6520 - Diversity in Human and Family Development**

Reviews human development in the context of family transitions such as childbirth, childhood, adolescence, courtship, marriage, maturity, old age, and death. Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture.

Discussion of implications for interactional therapies.

Offered: fall

**SFTD 6530 - Family Therapy Topics**

Special topics course on family therapy, with content determined by instructor.

Offered: fall

**SFTD 6540 - Independent Study in Family Therapy**

Independent study with faculty of choice on mutually determined family therapy issue.

Offered: at faculty discretion

**SFTD 6900 - Dissertation**

The development, writing, and defense of the dissertation. When approved, students register for at least two credits per term for a minimum of 12 credits.

Prerequisites: Systemic Family Therapy IV (SFTD 5040), Thinking Systems (SFTD 5120), Language Systems (SFTD 5110), Qualitative Research II (SFTD 7350), Clinical Practicum IV (SFTD 6220), successful completion of the research and substantive qualifying exams, and Dissertation Committee approval.

**SFTD 7301 - Assessment in Marital and Family Therapy**

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments.

Offered: summer

**SFTD 7302 - Personality Theories and Psychopathology**

Review of major theories of personality theory and psychopathology, emphasizing psychiatric diagnostic classification systems. Study of implications for treatment and comparisons with interactional approaches.

Offered: summer

**SFTD 7311 - Human Sexuality and Gender**

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems comparing interactional approaches with psychodynamic and behavioral models.

Offered: summer

**SFTD 7350 - Qualitative Research II**

Explores how qualitative data are transformed and categorized during description, explanation, and interpretation. Introduces a variety of inductive, deductive, and abductive methods for categorizing meaning and interactive processes. Computer-assisted qualitative data analysis methods are addressed. Family therapy-related studies are offered.

Offered: summer

Prerequisite: Qualitative Research I (SFTD 6430)

**SFTD 7360 - Teaching Practicum**

Supervised teaching experience in undergraduate or graduate instruction in family therapy or related field. May be repeated for credit.

Prerequisites: Supervision and Teaching (SFTD 6310) and faculty approval

**SFTD 7410 - Clinical Internship**

The student's immersion into the nine-month internship experience. Students must enroll for one to three hours of internship credit each semester for nine months and until the 500 client contact hour requirement has been met.

Prerequisites: All didactic course work; successful completion of clinical qualifying exam; submission of research and substantive qualifying exams

***Medical Family Therapy Specialization (Residential and Online Formats)***

The medical family therapy specialization focuses on the relationships between psychosocial medicine and biomedicine in the treatment and prevention of illness and disease. In their course work, mental health students and professionals are taught the basics of biopsychosocial theory, practice, and collaboration. This program prepares professionals to offer medical family therapy in a variety of settings, including private practices, hospitals, community clinics, and primary care/specialists' offices.

Students in the specialization program have ample opportunities to gain practical expertise through classroom learning and hands-on clinical, research, teaching, and service experiences. Specific areas of study include adjustment patterns of patients and their families to chronic and acute illnesses; models of collaboration between medical family therapists and other health care professionals; the role of medical family therapists in the continuum of medical services; the politics and economics of health care; understanding human systems in health care; and brief interventions and systemic assessments useful in the treatment and care of patients and their families. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical research in physician/patient/therapist/family communication; adjustments to acute, chronic, or terminal illness; social effects and ethical dilemmas of new medical technologies; and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Faculty and students cooperate to publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of medical family therapy by

supporting and participating in groups like the Collaborative Family Health Care Coalition and the Society of Teachers of Family Medicine.

The medical family therapy specialization consists of 15 credit hours of course work and six credit hours of practica. This is an advanced course of study for family therapists, social workers, counselors, psychologists, other mental health professionals, and graduate students. Applicants for the specialization program should have a graduate or terminal degree in their field, or may be students in professional training programs.

### ***Medical Family Therapy Specialization Curriculum***

Course Topics/Titles	Course Number
Specialist Courses:	
Medical Family Therapy I	FSHC 5000
Medical Family Therapy II	FSHC 5010
Practicum I in Medical Family Therapy	FSHC 5100
Practicum II in Medical Family Therapy	FSHC 5110
Politics and Economics of Health Care Systems	FSHC 5200
Health Care Concepts	FSHC 5300
Understanding Human Systems in Health Care Settings	FSHC 6400
Orientation Courses:	
Introduction to Marital and Family Therapy	SFTM 5320
Theories of Marital and Family Therapy	SFTM 5321
Clinical Practice in Marital and Family Therapy	SFTM 5322
Legal, Ethical, and Professional Issues	SFTM 6340

### ***Course Descriptions***

All courses are three credit hours unless otherwise indicated.

#### **FSHC 5000 - Medical Family Therapy I**

Students receive an orientation to the field of family systems health care that focuses on the collaboration between family therapists, health care providers, patients, and their families. An in-depth study of clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented.

Offered: winter



**FSHC 5010 - Medical Family Therapy II**

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to children's understanding of loss, will be reviewed. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is open to students throughout the department.

Offered: summer

**FSHC 5100 - Practicum I in Medical Family Therapy**

Clinical seminar on transdisciplinary practice of family therapy and health care with field placements in hospitals, medical schools, community clinics, and specialist offices.

Practicum lasts for one semester.

Offered: fall

Prerequisites: FSHC 5000 and FSHC 5010

**FSHC 5110 - Practicum II in Medical Family Therapy**

A continuation of Practicum I with a focus on advancing and refining clinical collaborative skills.

Offered: winter

Prerequisite: FSHC 5100

**FSHC 5200 - Politics and Economics of Health Care Systems**

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/health care system relationships, and the rise in malpractice litigation. The potential roles of a medical family therapist within these complex systems will be presented.

Offered: winter

**FSHC 5300 - Health Care Concepts**

This course is an introduction to health care delivery systems through an investigation of medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices. Alternative approaches to health care will also be addressed.

Offered: fall

**FSHC 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene principles at both macro and micro levels of operation.

Offered: fall

# The Department of Dispute Resolution





## THE DEPARTMENT OF DISPUTE RESOLUTION

The Department of Dispute Resolution is committed to academic excellence, cultural diversity, social responsibility, and reflective practice in the fields of peacemaking and conflict resolution. We focus on the study, practice, and research of conflict resolution to support improved social relations among individuals, groups, organizations, and nations. The department explores a variety of methods for the resolution of disputes and conflicts, wherein parties achieve constructive agreements based on the principles of nonviolence, equity, dignity, and appreciation for human diversity. To that end, the department serves as an academic catalyst for applied research, theoretical development, and the use of culturally informed techniques in cross-cultural applications of conflict assessment and intervention. We take a holistic, learner-centered approach to the study of peacemaking and conflict resolution, and encourage mid-career learners to define and shape their intellectual and practice paths in a creative, rigorous, and structured fashion.

The graduate programs in dispute resolution are offered in both residential and distance formats. Our distance learning programs employ an optimal combination of innovative learning models and interactive media so that working adults do not have to relocate for their graduate studies. These distance M.S. and Ph.D. programs offer distance students weeklong, limited residential institutes on campus; online, Web-based seminars; and individualized, independent studies.

Faculty members are leaders in their fields and are from diverse, multidisciplinary backgrounds. Students' backgrounds are as varied as their geographic distribution—community mediators and organizers, public administrators, business managers, court personnel, trainers, teachers, therapists, social workers, pastors, police officers, doctors, urban planners, organization consultants, human resources professionals, social services workers, government employees, NGO practitioners, customer service agents, resident directors, and college professors.

The academic environment at NSU is interdisciplinary, dynamic, and innovative, utilizing faculty expertise, learning technologies, and practitioners who are knowledgeable in conflict resolution skills and techniques.

### M.S. IN DISPUTE RESOLUTION

(Residential and Online Programs)

The master's program is designed to train reflective professionals in the practice, design, and evaluation of a variety of conflict resolution applications. The M.S. program focuses on pragmatic approaches to solving problems inherent in human relationships. Students are exposed to a wide array of techniques and strategies to help people achieve nonviolent, nonlitigious solutions for conflicts that arise in many personal, professional, and social environments.

While the course of study requires no prior practice or research in the field, it emphasizes practical applications and experiences in various supervised settings. Criteria for acceptance into the master's program include high-level undergraduate academic performance and/or relevant current working

experience; a practical, applied interest in using skills and theories in specific settings after graduation; the ability to think clearly in challenging interactions; tolerant, nonjudgmental attitudes toward different types of people; and the ability to combine tactical decision-making skills with compassion and fairness.

All entering students are offered an orientation program, which includes writing and computer skills seminars, before the first fall semester. Attendance is strongly encouraged since this is an opportunity to begin to explore the technology available through the department and the university, and to refresh writing skills expected at the graduate level.

The M.S. degree program consists of a 15-course (45 credits) sequence that includes dispute resolution theory, practice skills from a variety of fields, research design, and program evaluation. All M.S. students are required to pass a comprehensive examination after all course work is completed. The written examination is a series of questions that cover all courses and practica, and serves as a time of reflection and integration prior to graduation.

The M.S. program will also be offered in an online format beginning September 2000. This flexible format allows mid-career working adults, and those unable to attend the residential program, to study conflict resolution in a creative, rigorous, and structured fashion.

### ***M.S. in Dispute Resolution Curriculum***

Course Topics/Titles	Course Number
Theoretical Foundations (12 credits):	
Foundations and Development of Conflict Resolution	ADRM 5000
Theories and Philosophies of Conflict	ADRM 5020
Human Factors	ADRM 5040
Culture and Conflict: Cross-Cultural Perspectives	ADRM 6120
Practice and Applications (15 credits):	
Mediation Theory and Practice	ADRM 5100
Negotiation Theory and Practice	ADRM 5140
Consultation	ADRM 6000
Violence Prevention and Intervention	ADRM 6170
Facilitation Theory and Practice	ADRM 6140
Research (3 credits):	

Research Design and Program Evaluation	ADRM 5200
Supervised Practice (6 credits):	
Practicum I: Supervised Field Experience	ADRM 6130
Practicum II: Supervised Field Experience	ADRM 6160
Master's Thesis and Electives (3 credits)	ADRM 6300
OR Electives (9 credits)	

***The Graduate Certificate in Dispute Resolution***  
(Residential and Online Programs)

The graduate certificate is a one-year program that offers students the fundamentals of conflict resolution and practice. It is intended to meet the needs of those individuals who seek introductory graduate training in dispute resolution. It may also be appropriate for professionals who have already earned a graduate degree in their professional field, but who would benefit from academic study of applications of dispute resolution in their current profession.

The certificate consists of an eight-course sequence (24 credits), which includes dispute resolution theory, practice skills, and research. Students who decide to continue their studies in dispute resolution may apply these credit hours toward the M.S. in dispute resolution.

The certificate program will also be offered in an online format beginning September 2000. This flexible format allows mid-career working adults who are unable to attend the residential program to study conflict resolution in a creative, rigorous, and structured fashion.

***Graduate Certificate Curriculum***

Course Topics/Titles	Course Number
Theoretical Foundations (12 credits):	
Foundations and Development of Conflict Resolution	ADRM 5000
Theories and Philosophies of Conflict	ADRM 5020
Human Factors	ADRM 5040
Culture and Conflict: Cross-Cultural Perspectives	ADRM 6120
Practice and Applications (12 credits):	
Mediation Theory and Practice	ADRM 5100

Consultation	ADRM 6000
Violence Prevention and Intervention	ADRM 6170
Facilitation Theory and Practice	ADRM 6140

### ***M.S. and Graduate Certificate Course Descriptions***

All courses are three credit hours unless otherwise indicated.

**\*\***All classes ADRM 5100 and above have a prerequisite of ADRM 5000 and ADRM 5040.

#### **ADRM 5000 - Foundations and Development of Conflict Resolution**

This course outlines the substantive themes, history, origins, contexts, and philosophical foundations of conflict resolution, healing, peacemaking, and problem solving. Students will examine levels of interventions and processes in the field of conflict resolution.

Offered: fall and summer

#### **ADRM 5020 - Theories and Philosophies of Conflict**

This seminar is designed as a survey course on contemporary theories of conflict and conflict resolution. Students will examine a variety of theories that center primarily within the fields of psychology, social psychology, sociology, economics, and political science.

Offered: fall

#### **ADRM 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

Offered: fall and summer

#### **ADRM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Offered: winter\*\*

#### **ADRM 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge, leading to collaborative-based actions and solutions.

Offered: fall\*\*

**ADRM 5200 - Research Design and Program Evaluation**

Focuses on the development of applied research skills appropriate for dispute resolution practitioners, including basic research tools, assessment, social science research, current research in the field, and an introduction to program evaluation through analysis of published work.

Offered: winter\*\*

**ADRM 6000 - Consultation**

This course examines consultation as used by dispute resolution professionals through the exploration of various consultation models: process, third-party, expert, and systemic approaches to program and organizational evaluation. Students are oriented to the ways in which consultants establish, market, and develop their professional practices.

Offered: summer\*\*

**ADRM 6120 - Culture and Conflict: Cross-Cultural Perspectives**

Examines the nature and meaning of conflict, conflict management techniques, and the assessment of conflict situations from a cross-cultural perspective. Explores various models for training third parties to function effectively in handling disputes where cultural differences are a significant factor. Also addresses various theoretical and practical implications of indigenous conflict management techniques and beliefs found in different cultural settings.

Offered: winter\*\*

**ADRM 6130 - Practicum I: Supervised Field Experience**

This course is a field research project that incorporates classroom knowledge and real-world settings. Students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work.

Offered: fall\*\*

**ADRM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice based approach, including role plays and workshop presentations.

Offered: summer (residential) and winter (online)

**ADRM 6160 - Practicum II: Supervised Field Experience**

Continuation of ADRM 6130.

Offered: winter\*\*

**ADRM 6170 - Violence Prevention and Intervention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

Offered: winter (residential) and summer (online)\*\*



**ADRM 6300 - Master's Thesis (Six credits)**

This course is taken over a two-semester period in lieu of two electives required for completion of the degree program. The thesis may be an extended literature review of an approved subject, an approved independent research project, or a combination of the two (for further information, including prerequisites, see master's thesis handbook).

Offered: fall and winter\*\*

**ADRM 6510 - Academic Writing**

A user-friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a non-technical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews.

Offered: fall or winter\*\*

**ADRM 6601 - International Conflict Resolution**

This course reviews international conflict resolution in many settings and includes informal mediation by private interveners and scholar-practitioners; formal mediation by individual, regional, transnational, and international organizations; and mediation within small and large states.

Offered: occasionally.\*\*

**ADRM 6602 - Resolving Environmental and Public Disputes**

This course focuses on the theoretical bases, practical applications, process orientations, and actual intervention into complex multiparty, multi-issue public disputes. Special consideration is given to social/environmental systems interactions and nonobvious sources of political and economic conflict over human health environmental protection and natural resource scarcity.

Offered: occasionally\*\*

**ADRM 6604 - Gender and Conflict**

This course examines gender roles in conflict and how conflict is experienced and perceived by men and women. Course material includes feminist theories, men's studies, religion, literature, history, anthropology, film, television, psychology, the justice system, and alternative dispute resolution.

Offered: occasionally\*\*

**ADRM 6607 - Ethnopolitical and Community-Based Conflicts**

This course introduces the major methods used by states, international organizations, and conflict resolution practitioners to eliminate, manage, and resolve ethnic and community-based conflicts. Case studies are used to explain conflict escalation and de-escalation, and mechanisms of conflict intervention.

Offered: occasionally\*\*

**ADRM 6608 - Nonviolent Social Movements**

This course focuses on 20th-century nonviolent social movements such as the women's rights and suffragist movement; Gandhi's prolonged struggle against British colonialism; Martin Luther King, Jr., and the American Civil Rights movement; the American peace movement against the war in Vietnam; and the nonviolent movements that resulted in the end of communist rule in Eastern Europe.

Offered: occasionally\*\*

### **ADRM 6609 - Guardianship Mediation**

This course is based on the belief that mediation can and should be applied with constructive results in adult guardianship proceedings and that the use of mediation should be promoted and developed in this area. To that end, this course is a beginning in the training of qualified professionals who wish to promote and engage in this type of practice.

Offered: occasionally\*\*

### **ADRM 6610 - Trauma, Violence, and the Family**

This course explores individual development across the life span, functional and dysfunctional family relationships, and the overall effects of trauma and violence on individuals and families. Issues of abuse, violence, and alcoholism are explored in relation to their effect on individual behavior and family dynamics. Methods for identifying such issues in the context of family mediation and other types of conflict intervention are explored.

Offered: occasionally\*\*

### **ADRM 6611 - Racism: The American Experience**

This course examines the persistent and pernicious problem of racism directed toward African American and Native people from the beginning of European settlement of the American continents to the current day, and the historical development of slavery and its extinction. This course will also explore hopeful social and political developments, and evaluate some interesting current efforts to eradicate racism from American soil.

Offered: occasionally\*\*

### **ADRM 6612 - Conflict Transformation: Reconciliation and Healing**

This course examines the rise of collective violence and genocide in the 20th century, and the rich and troubling range of responses to massive societal repression such as: remembering and forgetting, judging and forgiving, reconciling and avenging, and grieving and education. This course also explores the possibilities and problems of reconciliation and healing in interpersonal conflicts, focusing on topics such as the needs and experiences of victims and offenders, the functions of punishment, and the concept of restorative justice.

Offered: occasionally\*\*

### **ADRM 6614 - Workshop Development**

This course helps students to create a connection between the graduate program and professional life by learning how to create, develop, and present workshops and training in the field of conflict resolution. Students will learn concepts and principles necessary to create and design workshops for adults and for children. Students will actually develop and present workshops in class in order to gain experience, have a finished product, and get valuable feedback from participants.

Offered: occasionally\*\*



### **ADRM 6615 - Storytelling: Identity, Power, & Transformation**

This course will examine the role of narrative and storytelling in the conflict resolution theory, research, and practice: (1) Theory regarding the relationship between language and power will be reviewed. How storytelling and narrative can be a part of destructive conflict or constructive conflict resolution will be explored. (2) The nature of narrative-based research and how such research can be empowering will be examined. (3) Case studies and possibilities for using storytelling-based projects as a means of peace-building will be discussed.

Offered: occasionally

### ***Health Care Conflict Resolution Specialization***

(Residential and Online Formats)

The health care conflict resolution specialization focuses on the complex interactions among patients, families, health care provider systems, communities, and society at large. In their course work, students and professionals are taught the essentials of biopsychosocial theory, practice, and collaboration. Courses cover a variety of important topics such as the relationship among politics, economics, and patient care; alternative and traditional health care delivery systems; medical conditions throughout the life cycle and their impact on patients and their families, including possible areas of conflict; human systems in health care settings; and bereavement and loss across cultures, which also focuses on end-of-life decisions. This specialization prepares professionals to offer health care conflict resolution in a variety of settings, including hospitals, community clinics, and managed care companies.

Students in the specialization program have ample opportunities to gain practical expertise through classroom learning as well as hands-on clinical and service experiences. Specific areas of study include adjustment patterns of patients and their families to chronic and acute illnesses and what type of conflict might arise; models of collaboration among mediators, patients, families, and health care professionals; the role of health care mediation in the continuum of medical services; and brief interventions and systemic assessments useful in the resolution of conflicts among patients, their families, and the larger health care system. Additionally, the program emphasizes professional development by assisting students in strengthening their personal qualities necessary for successful participation in the medical milieu.

The student's growth as a reflective practitioner is encouraged through clinical applications of theory in the areas of doctor/patient/family/larger system communication; adjustments to acute, chronic, or terminal illness; social effects and ethical dilemmas of new medical technologies; and other issues that transcend historical distinctions between physical treatment and psychosocial interventions. Faculty and students cooperate to present or publish research findings and clinical experiences. Also, faculty and students of the program contribute to the growth of health care conflict resolution by supporting and participating in organizations such as the Collaborative Family Health Care Coalition and the Society of Professionals in Dispute Resolution (SPIDR).

The health care conflict resolution specialization consists of 15 credit hours of course work and six credit hours of practica. This is an advanced course of study for graduate students in the

conflict resolution field, family therapists, social workers, counselors, nurses, psychologists, other mental health professionals, and graduate students. Applicants for the specialization program should have a graduate or terminal degree in their field, or may be current students in professional/academic programs. Additionally, students must have completed two of the four orientation courses or their equivalents before starting Health Care Conflict Resolution I. Those courses are ADRM 5040 and ADRM 5100. The third orientation course, ADRM 5140, must be completed before receiving the health care conflict resolution specialization. You must select one of the following courses as your fourth orientation course: ADRM 6140, ADRM 6170, or ADRM 7020. If you would like to request transfer of credit for any or all of the orientation courses, please submit a request with your application and enclose your syllabus for each course equivalent.

***Health Care Conflict Resolution Specialization Curriculum (Residential and Online Formats)***

Course Topics/Titles	Course Number
Health Care Conflict Resolution I	FSHC 6000
Health Care Conflict Resolution II	FSHC 6010
Practicum I in Health Care Conflict Resolution (Equivalent to M.S. and Ph.D. DR Practicum I for enrolled DR program students)	ADRM 6130
Practicum II in Health Care Conflict Resolution (Equivalent to M.S. and Ph.D. Practicum II for enrolled DR program students)	ADRM 6160
Politics and Economics of Health Care Systems	FSHC 6200
**Health Care Concepts	FSHC 6300
Understanding Human Systems in Health Care Settings	FSHC 6400

\*\* Health Care Concepts can possibly be waived with the approval of the director for those with professional health care experience.

FSHC 6000 and FSHC 6010 must be satisfactorily completed before entering Practicum I. Orientation courses are for students and professionals who do not have a graduate degree in dispute resolution or who have not had an equivalent course as determined by the faculty and director:

Course Topics/Titles	Course Number
Human Factors	ADRM 5040

Mediation Theory and Practice	ADRM 5100
Negotiation Theory and Practice	ADRM 5140
one of the following three choices:	
Facilitation Theory and Practice	ADRM 6140
Violence Prevention and Intervention	ADRM 6170
Dispute Resolution Systems Design	ADRD 7020

### ***Health Care Conflict Resolution Course Descriptions***

All courses are three credit hours unless otherwise indicated.

#### **FSHC 6000 - Health Care Conflict Resolution I**

This course is an orientation to the field of family systems health care and health care conflict resolution that focuses on the collaboration between mental health clinicians, health care mediators and negotiators, health care providers, patients, and their families. An in-depth study of clinical skills that translate well within health care settings will be presented. A case study method will be used to examine the impact of language, culture, beliefs, and specific chronic, debilitating, and terminal diseases upon the experience of illness. The biopsychosocial issues surrounding specific medical conditions throughout the life cycle will be presented.

Offered: winter

#### **FSHC 6010 - Health Care Conflict Resolution II**

Personal beliefs and philosophies regarding dying, loss, and death will be explored. Bereavement across the life cycle, including developmental issues relating to children's understanding of loss, will be reviewed. Family and health care systems issues relating to palliative care/end-of-life decision making will be discussed, including possible issues that may lead to conflict between the parties involved. The manner in which other cultures create meaningful rituals for life and death will be presented. This course is open to students throughout both departments.

Offered: summer

#### **ADRM 6130 - Practicum I in Health Care Conflict Resolution**

Practicum I is a clinical seminar on transdisciplinary practice of conflict resolution and health care with field placements in hospitals, community clinics, and residential nursing facilities. Practicum lasts for one semester. Distance program students will obtain their own practicum sites and supervisors with the guidance and approval of both the dispute resolution program and health care conflict resolution specialization directors.

Offered: fall

Prerequisites: FSHC 6000 and FSHC 6010

#### **ADRM 6160 - Practicum II in Health Care Conflict Resolution**

This is a continuation of Practicum I with a focus on advancing and refining clinical, collaborative, and conflict resolution skills.

Offered: winter

**FSHC 6200 - Politics and Economics of Health Care Systems**

An overview of the history of medicine will be presented to give students an understanding of how social and political changes affect medical care. Current issues in the health care field will be discussed, such as the growth in managed care companies, proposed nationalized health care, patient/physician/ health care system disputes, and the rise in malpractice litigation. The potential roles of a health care conflict resolution specialist within these complex systems will be presented.

Offered: winter

**FSHC 6300 - Health Care Concepts**

This course is an introduction to health care delivery systems through an investigation of traditional and alternative medical models, terminology, and approaches used by physicians, medical specialists, and other health care professionals to diagnose and treat disease and to care for the human condition. Students will be oriented to health care systems and settings including hospitals, clinics, hospices, and private practices.

Offered: fall

**FSHC 6400 - Understanding Human Systems in Health Care Settings**

This course will introduce students to the fundamentals of relationship management within complex organizational settings, with a special appreciation of the dynamics that apply within the world of health care. Students will learn to identify, assess, and intervene in various levels of organizational operation, and how to apply systemic leadership principles at both macro and micro levels of operation.

Offered: fall

**ADRM 5040 - Human Factors**

This course presents communication theories relevant to conflict resolution as well as theories about understanding, analyzing, and managing conflict. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. This course is pragmatic as well as theoretical, and presents communication and conflict resolution models in a practice-based approach.

Offered: fall

**ADRM 5100 - Mediation Theory and Practice**

This course examines theories, methods, and techniques of mediation. Students will have the opportunity to demonstrate their knowledge of mediation skills.

Offered: winter

Prerequisites: ADRM 5040

**ADRM 5140 - Negotiation Theory and Practice**

This course examines conflict intervention from the perspective of the disputant/negotiator. The integration of theory and practice will emphasize the tactics, strategies, and operations of effective and ineffective bargaining/negotiating behavior. The course develops negotiator skills and knowledge leading to collaborative-based actions and solutions.

Offered: fall

Prerequisite: ADRM 5040

**ADRM 6140 - Facilitation Theory and Practice**

This course develops students' skills in working with groups. It incorporates theories and models of group dynamics, facilitation, and group development, as well as workshop development and delivery. This course uses a practice-based approach, including role plays and workshop presentations.

Offered: summer

Prerequisites: ADRM 5040

**ADRM 6170 - Violence Prevention and Intervention**

This course examines various theories of human aggression and violence, exploring their underlying assumptions about human nature and the causes of violence. Also included is an introduction to a range of violence intervention and prevention approaches developed for use at the interpersonal, intergroup, and societal level.

Offered: winter

Prerequisite: ADRM 5040

**ADRD 7020 - Dispute Resolution Systems Design: History and Contemporary Practice**

An examination of concepts of dispute resolution systems design. Includes an exploration of the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms.

Offered: summer

Prerequisite: ADRM 5040

Program Director: Margo Weiss, Ph.D., has a background in health care administration, is a trained mediator, and holds a doctorate in family therapy. She has more than 25 years of experience in health care settings and in building collaborative relationships within the medical milieu. She has published in the medical and family therapy fields and has made numerous presentations locally, nationally, and internationally.

Please feel free to contact Weiss with any questions regarding the health care conflict resolution specialization. Her telephone number is (954) 262-3000 or 800-262-7978 and her email address is [margo@nova.edu](mailto:margo@nova.edu).



## PH.D. IN DISPUTE RESOLUTION

(Residential and Online Programs)

The doctoral program trains students in the skills of practice, applied research, policy and program development, historical critique and analysis, and theoretical foundations of the field.

The mission of the doctoral program is to advance the study and practice of dispute resolution by mentoring and developing practitioners trained in practice, research, theory, teaching, and informed leadership in the field. Students pursue a substantive study in dispute resolution while drawing from a variety of theoretical perspectives and the knowledge of an experienced, interdisciplinary faculty. The 82-credit-hour degree program is designed to prepare graduate students for careers as advanced practitioners, college and university educators, researchers, theoreticians, consultants, program evaluators, and program administrators.

In addition to a range of theoretical and practical dispute resolution foundation courses, the program features multiple practica in which students have the opportunity to apply classroom theory and models to real-life disputes in a variety of conflict resolution settings. The program also includes a pragmatic and supportive approach to conducting research and completing the doctoral dissertation.

Applicants chosen for admission to the Ph.D. program demonstrate not only prior academic excellence in their graduate work, but also the ability to think and write analytically, as well as eagerness to explore the theory and philosophy of disputing, justice, equity, and nonviolence. Doctoral applicants should also have some practice, teaching, or training experience; strong written and verbal communication skills; some research or evaluation experience; and a demonstrated commitment to the focused pursuit of a four- to five-year doctoral degree program.

The Ph.D. training focuses on improving skills for reflective practice, understanding and mastering qualitative and quantitative research knowledge and analysis, developing professional leadership skills, and producing publications of quality and substance.

All entering students are offered an orientation program that includes writing and computer skills seminars. Attendance is strongly encouraged since this is an opportunity to begin exploring the technology available through the department and the university, and to refresh academic writing skills.

The online Ph.D. program is the only one in the fields of peacemaking and conflict resolution. Students enrolled in the distance doctoral program will participate in residential institutes on the Fort Lauderdale campus twice per year, as well as online Web-based courses and individualized, independent studies. This flexible format allows mid-career working adults, and those unable to attend the residential doctoral program, to study conflict resolution in a creative, rigorous, and structured fashion.

*Ph.D. in Dispute Resolution Curriculum*

Course Topics/Titles	Course Number
Theoretical Foundations (18 credits):	
Foundations and Development of Conflict Resolution	ADRD 5000
Human Factors	ADRD 5040
Culture and Conflict: Cross-Cultural Perspectives	ADRD 6120
Philosophical and Social Issues	ADRD 7010
Theories of Conflict and Conflict Resolution I and II	ADRD 7040 ADRD 7050
Practice and Applications (30 credits):	
Mediation Theory and Practice	ADRD 5100
Practicum I: Supervised Field Experience	ADRD 6130
Practicum II: Supervised Field Experience	ADRD 6160
Teaching and Training in Dispute Resolution	ADRD 7500
Facilitation Theory and Practice	ADRD 6140
Dispute Resolution Systems Design	ADRD 7020
Teaching and Training Practicum	ADRD 7510
Violence Prevention and Intervention	ADRD 6170
Negotiation Theory and Practice	ADRD 5140
Public Policy	ADRD 7250
Research (28 credits):	
Qualitative Research I: Study Design and Data Collection	ADRD 7110
Qualitative Research II: Data Analysis	ADRD 7120
Quantitative Research I: Methods and Tools	ADRD 7090
Quantitative Research II: Analysis and Statistics	ADRD 7100
Doctoral Seminar I and II: Proposal and Grant Writing	ADRD 7000, 7001
Dissertation	ADRD 7900
Electives (6 credits)	

### ***Course Descriptions***

All courses are three credit hours unless otherwise indicated.

All ADRD 5000- and 6000-level courses are described in the master's degree section.

\*\*All classes ADRM/D 5100 and above have a prerequisite of ADRM/D 5000 and ADRM/D 5040.

**ADRD 5000 - Foundations and Development of Conflict Resolution**

**ADRD 5040 - Human Factors**

**ADRD 5100 - Mediation Theory and Practice**

**ADRD 5140 - Negotiation Theory and Practice**

**ADRD 6120 - Culture and Conflict: Cross-Cultural Perspectives**

**ADRD 6130 - Practicum I: Supervised Field Experience**

**ADRD 6140 - Facilitation Theory and Practice**

**ADRD 6160 - Practicum II: Supervised Field Experience**

**ADRD 6170 - Violence Prevention and Intervention**

**ADRD 6601 - International Conflict Resolution**

**ADRD 6602 - Resolving Environmental and Public Disputes**

**ADRD 6603 - New Technology Resources for Professionals**

**ADRD 6604 - Gender and Conflict**

**ADRD 6606 - Advanced Mediation Skills**

**ADRD 6607 - Ethnopolitical and Community-Based Conflicts**

**ADRD 6608 - Nonviolent Social Movements**

**ADRD 6609 - Guardianship Mediation**

**ADRD 6610 - Trauma, Violence, and the Family**

**ADRD 6611 - Racism: The American Experience**

**ADRD 6612 - Conflict Transformation: Reconciliation and Healing**

**ADRD 6615 - Storytelling: Identity, Power, & Transformation**

**ADRD 7000 - Doctoral Seminar I: Proposal and Grant Writing (Three credits)**

Students study how to construct a research question, research design, methodological tools, dissertation models, dissertation databases, and library skills necessary for writing a grant and dissertation proposal.

Offered: summer\*\*

**ADRD 7001 - Doctoral Seminar II: Proposal and Grant Writing (One credit)**

Continuation of ADRD 7000

Offered: winter\*\*

**ADRD 7010 - Philosophical and Social Issues**

A review of philosophical and social contexts and issues relevant to the understanding and practice of conflict resolution. The nature of peace, conflict, war, social justice, neutrality, third-party involvement, ethnicity, gender, and power is discussed.

Offered: summer\*\*



**ADRD 7020 - Dispute Resolution Systems Design: History and Contemporary Practice**

An examination of concepts of dispute resolution systems design. Includes the influence of organizational culture and prevailing social and cultural norms on the design and implementation of dispute resolution systems. Explores dispute resolution systems for neighborhoods, religious organizations, ethnic groups, business associations, and other settings that have relatively clear boundaries and shared norms.

Offered: summer\*\*

**ADRD 7040 - Theories of Conflict and Conflict Resolution I**

This course examines macro and micro theories from social science disciplines about the nature of conflict and various approaches to conflict resolution.

Offered: fall\*\*

**ADRD 7050 - Theories of Conflict and Conflict Resolution II**

Continuation of ADRD 7040.

Offered: winter\*\*

**ADRD 7090 - Quantitative Research I: Methods and Tools**

Covers a range of quantitative research methods and designs including questionnaires, interviews and surveys, sampling, attitude and rating scales, tests of statistical significance, experiments, and the basics of descriptive statistics and univariate analysis.

Offered: summer (residential) winter (online)\*\*

**ADRD 7100 - Quantitative Research II: Analysis and Statistics**

This course explores various methods of analyzing and presenting quantitative research data. Includes common concepts and techniques for analyzing results of surveys and experimental research projects: computer statistical programs and an in-house database, bivariate and multivariate analysis, index and scale development, and more advanced techniques such as regression analysis.

Offered: fall (residential) summer (online)\*\*

**ADRD 7110 - Qualitative Research I: Study Design and Data Collection**

Provides an introduction to a range of qualitative data collection methods with particular focus on techniques used to research conflict and conflict resolution, including participant observation, in-depth interviews, case studies, focus groups, and action research, as well as a review of relevant research literature in the field. Students will perform various data collection tasks for use in Qualitative Research II.

Offered: summer (residential) fall (online)\*\*

**ADRD 7120 - Qualitative Research II: Data Analysis**

Provides an in-depth look at additional methods used to analyze qualitative research data, including discourse analysis, the case study, descriptive ethnography, archival measures, and community studies. Introduction to several computer programs designed to assist researchers with analysis of qualitative data. This course allows students to use the data collected during ADRD 7110 as a basis for their analysis.

Offered: fall (residential) summer (online)\*\*

**ADRD 7250 - Public Policy**

Analysis of current policy issues in the field of conflict resolution with an emphasis on the design, implementation, evaluation and analysis of legislation, including state and local policy initiatives in Florida, the United States, and abroad.

Offered: winter

**ADRD 7500 - Teaching and Training in Dispute Resolution**

An introduction to teaching and training. Reviews instructional models and teaching literature with emphasis on teaching the adult learner.

Offered: fall\*\*

**ADRD 7510 - Teaching and Training Practicum**

Provides an opportunity for supervised teaching and training experience in graduate, undergraduate, continuing education, video and curriculum development, seminar, online course delivery, and/or workshop instruction in conflict resolution or related field.

Offered: winter\*\*

**ADRD 7900 - Dissertation**

Focuses on the development, writing, and defense of the dissertation. When approved, students register for at least three credits per semester for a minimum of 12 credits.

Prerequisites: successful completion of the qualifying examination and the approval of the Dissertation Committee

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# **Family Therapy Associates**



## **FAMILY THERAPY ASSOCIATES**

Family Therapy Associates (FTA) is the clinical site for the School of Social and Systemic Studies at Nova Southeastern University. Unlike more traditional therapy models that focus exclusively on the individual, FTA provides a therapeutic setting where families, couples, and individuals work together to understand and resolve their difficulties. This approach addresses not only the challenges that bring people to therapy, but also special ways of communicating and relating that ensure a family of stronger and healthier relationships. All therapeutic staff members are trained in brief, short-term methods of problem solving. The therapists work effectively to assist families with their concerns within 10 to 12 sessions. Nova Southeastern University faculty members and clinicians with master's-level and doctorate-level training are committed to providing the finest therapeutic services to families.

### ***Therapy Services***

FTA offers short-term family therapy services in our office locations. Appointments are scheduled Monday through Saturday and the offices are open most evenings. Fees for services vary and are based on family income.

### ***FTA Programs***

FTA offers community outreach programs designed to meet the special needs of South Florida families. Our programs pay particular attention to the needs of children and adolescents, and also to families currently engaged in the court system. FTA's outreach programs have become well-established community resources. Examples include:

### ***Contracts***

#### **Broward Partnership for the Homeless**

FTA works in partnership with NSU's Center for Psychological Studies and the community to provide assessment, counseling, and mediation services to homeless individuals and families. The goal is to assist the homeless population with pursuit of independence and a better quality of life.

### ***Juvenile Programs***

#### **Getting a Second Chance**

Youths who commit crimes on school property are given the opportunity to choose family therapy as an alternative to adjudication. This program emphasizes setting consequences for behavior, returning to school, and improving family involvement in the child's life.

### Therapy in Education: Alternative for School Crises

FTA therapists serve as liaisons in middle and high schools to mediate solutions for adolescents in trouble. By broadening the therapeutic context, we directly address the complex interaction among the school, family, and adolescent to resolve disputes and difficulties.

### ***Court Programs***

#### Court-Mandated Couples Program

This program assists families and couples trying to cope with the struggles of divorce or separation. Family therapists help couples to better manage concerns about shared parental responsibility, visitation, and settlement.

#### Creating Positive Alternatives for Adjudicated Youth

FTA works with the Juvenile Mediation and Arbitration Division of the 17<sup>th</sup> Judicial Circuit Court of Broward County to offer alternatives to youths charged with a first offense or misdemeanor. Therapy or a combination of mediation and therapy are used as constructive forums to assist the youth in creating positive changes to prevent further legal entanglements.

#### Growing up with Divorce

A court-ordered class developed for divorcing parents. Parents learn to deal with feelings and attitudes of their children during this difficult time.

### ***State-Funded Programs***

#### Intensive Crisis Counseling Program

The goal of this program is to prevent out-of-home placement of at-risk children. FTA therapists work closely with child protection caseworkers to improve the functioning of the family and remove the risk of harm to children.

### ***Opportunities for Student Employment at FTA***

FTA offers students the unique opportunity to receive financial support and real-world experience. Through partnerships with private/public agencies and businesses, we have developed many unique positions in which students have the opportunity to work while they complete their degree.

Examples of FTA partnerships include:

- Home-based crisis intervention, offering therapy to families in their own environment



- Community-based family intervention in association with local law enforcement agencies
- Creating Positive Alternatives for Disadvantaged Youth, created in association with the local chapter of the Boys/Girls Clubs of America
- Minority internship, which the American Association of Marriage and Family Therapy funded for 1997-98 through a scholarship award
- FTA staff positions, such as intake coordinator, staff therapist, and psycho-educational instructor/group facilitator
- FTA student employment position(s) counseling the homeless on-site at the Broward Homeless Assistance Center



# **The Academy of Dispute Resolution**



## THE ACADEMY OF DISPUTE RESOLUTION

Disputes are a normal part of business, social, and family life. Resolution of these disagreements should also be part of our lives. This is why Nova Southeastern University offers a full range of assistance to contending parties through The Academy of Dispute Resolution.

The Academy of Dispute Resolution serves the public and private sectors by facilitating the often-intense conflicts in people's lives. Our resources include the university's extensive resources and an array of professionals who resolve disputes through mediation and arbitration in a variety of settings: business, government, academia, community organizations, and legal forums. Adaptable to the needs of each client, The Academy of Dispute Resolution's scope of activities encompasses not only court-referred and private family mediations but also mediations with friends, landlords, tenants, neighbors, and coworkers, as well as municipal disputes.

We see clients and also train qualified professionals in conflict management skills. Our areas of application include court-referred cases, civil, commercial, family, and prelitigation matters, as well as private family mediations. We are also a community mediation center, working with neighbors, tenants and landlords, and community groups. The Academy of Dispute Resolution provides consultation services to businesses and nonprofits, including dispute-system designs and trainings.

The Academy of Dispute Resolution offers services appropriate to NSU's innovative educational environment. Dispute resolution students benefit from the opportunity to fulfill practicum requirements that augment their academic development with mediation, training, dispute-systems design, and research.

For further information, please contact Judith McKay, program director, at (954) 262-4237 or via our toll-free number at 800-262-7978, ext. 4237. You can also get to know us through our Web site at: [www.nova.edu/adr](http://www.nova.edu/adr).

## VOICES FAMILY OUTREACH

Sometimes families need a safe place where they can work together before problems get worse. VOICES, an outreach project of the The Academy of Dispute Resolution, helps families find solutions before their conflicts escalate into serious violence.

Families in conflict can learn to live together in ways that work for everyone. Our supportive environment encourages family members to share and understand each person's needs. A mediator and a family therapist help participants design family safety plans, improve their interactions, create alternatives to violent behaviors, and strengthen relationships.

Initiated through a grant from the Bureau of Justice Assistance of the U.S. Department of Justice, VOICES addresses a critical community need. Law enforcement officers, social services, and former clients refer families to VOICES in hope that they will learn to settle future disputes before officers

need to intervene again and arrests have to be made. We help families find common ground, develop ways to answer the needs of every member, and learn to create agreements that last.

We also provide family therapy and referrals to community support services. Our family education program teaches violence prevention, anger management, problem solving, adolescent concerns, and communication skills. VOICES also offers community presentations on family violence and conflict management to families and all interested community groups. We design and present trainings to law enforcement officers and social-service professionals.

As a practicum site for students in dispute resolution and family therapy, we enhance academic development programs with experiential opportunities in mediation, training, therapy, family education, and research.

For further information, please contact VOICES at (954) 262-4237 or via our toll-free number at 800-262-7978, ext. 4237, or visit us online at: [www.nova.edu/ssss/VOICES](http://www.nova.edu/ssss/VOICES).

# The Career Development Program





## THE CAREER DEVELOPMENT PROGRAM

The School of Social and Systemic Studies is concerned not only with your academic progress, but also with your career development. Whether you are a master's student newly graduated from college or a doctoral student with significant professional experience, your career objectives and goals will likely change during this program as your opportunities expand. Our Career Development Program is an onsite resource to help you discover professional applications of your specialty.

Your academic studies will expose you to theories and concepts that may prompt you to see yourself in professional areas you had never considered before, maybe had never even heard of before. If you are uncertain of the best way to obtain information about new career possibilities or how to best link your electives and practicum opportunities to this goal, the CDP can provide the support you need through its informative resources.

The family therapy field is expanding into business consultation, health care administration, and other areas beyond the traditional arena of private practice and education. And unlike disciplines whose graduates pursue a limited number of career choices, the conflict resolution field touches almost every professional arena. Opportunities exist in areas such as business, law, education, science, public administration, government, social services, and the arts and entertainment. You can work for a large or small organization, in the public or private sectors, or as an individual consultant and/or private practitioner. Our students have many creative options, but there is much to learn about these options.

Your previous educational, professional, and volunteer experiences, coupled with your own unique personality, style, and people skills, will point toward specific opportunities. Your career development plan is therefore a unique design with specialized long- and short-term objectives and goals. Your goals today will likely be different from the goals you will have a few years from now, so this plan must be fluid and must reflect your academic and professional growth.

The Career Development Program offers periodic workshops in aptitude identification, resume writing, and interviewing techniques. We bring in local professionals for brown bag lunches or preclass seminars and serve as a conduit between students in the center and the career development office on main campus. The CDP maintains hyperlinks, resource lists, references to helpful books and periodicals, and maintains current information about jobs, internships, and volunteer opportunities.

You may visit the Career Development Program on the World Wide Web at:

*[www.nova.edu/ssss/CDP](http://www.nova.edu/ssss/CDP)*



## THE INSTITUTE

The Institute is a group  
of people who are  
dedicated to the study  
of the human mind and  
its functions.

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# Institutes



## THE INSTITUTE FOR THE STUDY OF CULTURES/FAMILIES

The institute is designed to utilize a natural resource of the School of Social and Systemic Studies: our culturally diverse student body. The institute is dedicated to promoting understanding of the many ways that cultures and families provide their members with fundamental life skills, strength, and orientations to living. Such understandings are promoted within three naturally occurring divisions of the institute: clinical, community, and academic.

### **The Community Division**

The institute, through Family Therapy Associates, is committed to being an active member of the Fort Lauderdale/South Florida community and offers the following programs:

- Community Speaking Teams: Students with particular cultural or family expertise make themselves available to schools, businesses, and community organizations.
- Translation Services: Students and faculty members who are fluent in languages other than English offer clinical translation services upon request.
- Community Resources Referral Services: A clearinghouse of community organizations and resources.

### **The Academic Division**

As a university-based institute, the ISCF is also committed to the accumulation, production, and distribution of knowledge about cultures and families. It does so through the following:

- The ISCF Clinical Tape Library, housed in the school's Family Therapy Associates center, is a collection of clinical videotapes that document examples of clinical work with culturally diverse families.
- The ISCF Personal Reflections Project is a collection of scholarly papers, personal reflections, essays, poems, and the like, which reflect the many ways that families/cultures express ideas and narratives important to them.

### **The Clinical Division**

- Live Team Supervision and Training: Clinical training teams see culturally diverse training cases behind a one-way mirror suite in the Clinical and Community Outreach Center.
- Culturally Diverse Clinical Case Consultations: Case consultations are offered for students of SSSS as well as for clinicians from the community. Videotapes, audiotapes, and other materials are shared in either group or individual consultation formats.
- Monthly Speaker Series: The institute sponsors a monthly speaker on topics relevant to working with the issues related to cultures and families.

For further information, contact Christopher F. Burnett, Psy.D., assistant professor of family therapy, at (954) 262-3000.





# University Services and School Policies



## STUDENT SERVICES

### *Learning Resources*

The Albert and Birdie Einstein Library, located in the Parker Building, houses the university's major collection of books and journals in the humanities, business, education, and sciences. Specialized databases, many in full text are available via the Einstein Library Web site. The Nova Southeastern University libraries' online catalog (NovaCat) is accessible for remote searching, as well as for searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FLIN, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document-delivery services to distance students. The Einstein Library is a cooperating library of the Foundation Center in New York, which gives students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone, call 800-541-6682, ext. 4602, or (954) 262-4602. Use the toll-free fax to order library materials at 888-357-3627. Contact DLS by email: [library@nova.edu](mailto:library@nova.edu); or on the Web: [www.nova.edu/library](http://www.nova.edu/library).

The Einstein Library also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction, document delivery, and online services. For more information about these services, call (954) 262-4629 or 800-541-6682, ext. 4629.

The Health Professions Division Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, and audiovisual and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain a Web site, which allows access to several health-related electronic databases, many of them full text. Users can also search the online catalog (NovaCat); view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has more than 300 data ports with direct Ethernet connections to the law center's network. In addition, a wireless network ensures network access from the library and law center classrooms. Students, faculty, and staff can access the network from anywhere in the world. Memberships in SEFLIN and COSELL provide resource-sharing opportunities. The library is a

selective U.S. government depository and one of only two UN documents full-depository libraries in Florida. The Law Center/Law Library and Technology Center's Web site provides access to administrative, student, and research information at [www.nsulaw.nova.edu](http://www.nsulaw.nova.edu).

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

### ***Information Technology***

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide connectivity for user access. A dedicated wide area network (WAN) supports high-speed access to central computing resources from all campuses. Dedicated high-speed Internet access is provided to both on-campus and remote educational sites.

The students, faculty, and staff have access to university computing resources from desktop and laptop computers, and numerous microcomputer labs are conveniently located throughout university facilities for student use. Administrative computer resources consist of dual Sun Microsystems Enterprise servers and numerous other application-specific Microsoft Windows NT servers. The university's mission-critical administrative operations are supported by the SCT Banner 2000 system. Additional administrative systems include medical, dental, optometry, and mental health clinic systems. Multiple Sun Microsystems servers support academic applications and World Wide Web-based tools. Separate Sun servers support the university's email system. Synchronous and asynchronous Web tools are used for the delivery of distance education, including a four-building "virtual" campus. Electronic classrooms and microcomputer labs provide hands-on technology support for the students and faculty. Multimedia technology training labs support technology training opportunities for faculty and staff members.

Videoconferencing using Integrated Services Digital Network (ISDN) is provided for distance education. Through a videoconferencing bridge located on campus, up to 36 sites can be linked to form a global classroom. Twenty-eight videoconferencing rooms, located throughout Florida, and 50 student desktop videoconferencing systems, located at clinical sites and in students' homes, are provided by the university. Training for faculty members and students in the use of videoconferencing is also provided.

### ***Student Access to Telecommunications***

Graduate programs expect or require their field-based faculty, staff, and students to avail themselves of the university's electronic resources. The university's UNIX system enables users to communicate with others in their program through electronic mail (email); to request university electronic library

services; to participate in electronic classroom course experiences (when scheduled); to discuss issues in computer conferences; and to access worldwide resources including practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the Web.

To get online, students need an MS-DOS compatible or Macintosh\* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud \*\* or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account Form, which is available from their program office. After the form is processed by the user's program, the Fischler Center's Office of Technology will provide account information.

For information about the system's capabilities, or for answers to technical questions, call the NSU general communications help desk at 800-541-6682, ext. 4357 or (954) 262-4357. Your call will be transferred to the help desk and handled by the staff member on duty.

Email: [help@nova.edu](mailto:help@nova.edu)

Web site: [www.nova.edu/help](http://www.nova.edu/help)

\*Limited Macintosh support is available from NSU.

\*\*Modems as slow as 2400 baud may be used.

### ***Textbooks***

Textbooks should be purchased before the first day of class and are available at Nova Books in the Rosenthal Student Center. Students should have their course numbers and site information at hand when they order or request book information.

Nova Books carries an extensive line of reference materials; the latest editions of medical, law, psychology, and teaching reference books; study aids and test preparation guides. Books that are not in stock can be ordered, usually within one week. Software can be purchased at Nova Books at academic prices (up to 75 percent off retail prices). Customer Service can provide a complete catalog of software available at student prices.

Students at off-campus locations can order textbooks by phone, fax, email, or online at [www.novabook.com](http://www.novabook.com). Shipping is done via UPS, usually within 24 hours. Packages cannot be shipped to post office boxes.

Nova Books' hours of operation are Monday through Friday, 8:30 a.m. to 6:15 p.m., and Saturday, 10:00 a.m. to 1:30 p.m. (Call for information about extended hours during "rush" periods.) Nova Books can be reached by phone at (954) 262-4750 or 800-509-2665; by fax at (954) 262-4759; by email at [novabook@nova.edu](mailto:novabook@nova.edu); or online at [www.novabook.com](http://www.novabook.com). Correspondence should be sent to Nova Books, Rosenthal Student Center, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796.

### ***Financial Aid***

To assist the greatest number of students in meeting the direct and indirect costs of their education, Nova Southeastern University provides several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, and employment opportunities, including work-study programs. A number of programs of financial aid are administered through NSU's Office of Student Financial Assistance. These programs include Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, and the Federal Work-Study Program. Students interested in these types of financial aid should contact the Office of Student Financial Assistance for information, application materials, and deadlines:

Nova Southeastern University  
Office of Student Financial Assistance  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-3380 or toll free 800-806-3680

Additionally, all of the information is available on the World Wide Web at [www.nova.edu/cwis/finaid/](http://www.nova.edu/cwis/finaid/).

### ***Housing***

All full-time students are eligible for on-campus housing. Furnished apartments are available for graduate students, who may choose from among single or double accommodations in either one- or two-bedroom apartments. More traditional style housing is also available, offering a room with a private bath. Amenities include local phone service, cable TV, air conditioning, and all utilities. Students are encouraged to apply early for housing, since space is limited. Interested students are invited to obtain further information from:

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7052 or toll free 800-541-6682, ext. 7052

### ***Veterans' Benefits***

The Office of the University Registrar oversees the processing of veterans' benefits. The degree programs offered through the School of Social and Systemic Studies are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Each veteran student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The School of Social and Systemic Studies maintains up-to-date progress records on each student. The student's program office periodically furnishes each student with a working transcript that shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

For additional information concerning veterans' benefits, contact:

Nova Southeastern University  
Office of the University Registrar  
Veterans' Benefits Assistance  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7236 or (954) 262-7220  
Toll Free: 800-541-6682 ext. 7236 or 7220

### ***International Students***

International students, who intend to reside in the United States and who are required to obtain an I-20, must be full-time, degree-seeking students and must attend either the main or east campus in Fort Lauderdale, Florida. For further information, contact:

Nova Southeastern University  
International Student Adviser  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7242 or 800-541-6682, ext. 7242

### ***Career Resource Center***

The Career Resource Center (CRC) provides career counseling and job search assistance to NSU students and alumni. Through counseling and career-related resources, the center strives to educate students and alumni to:

- Develop a career life plan, from choosing a major to conducting a job search
- Explore career and/or graduate/professional school opportunities
- Secure employment

A variety of organizations, including business, government, education, and others, advertise their job vacancies at the CRC. Students and alumni must register with the center to have access to WebWalkUp, the online database of jobs, and to use the center's many other resources, including career directories, international employment opportunities, job search assistance resources, career guides, and more.



For further information, contact the Career Resource Center at 800-541-6682, ext. 7201. The office is located in the Horvitz Administration Building on the main campus. Visit the CRC's homepage at [www.nova.edu/cwis/crc](http://www.nova.edu/cwis/crc), which also provides links to many other career-related services found on the Web.

### ***Disability Services***

Nova Southeastern University is committed to providing equal educational opportunity and full participation for persons with disabilities. It is the university's policy that no qualified person be excluded from participating in any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. This policy derives from the university's commitment to nondiscrimination for all persons in employment and access to facilities, student programs, activities, and services.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the university's departments, offices, and personnel. To this end, the university will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Services are provided to students with physical, visual, hearing, speech, learning, and temporary disabilities. Students must request services by meeting with the designee for DSS in their program of study, preferably before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services are provided based on individual need.

In order to receive services, all students with disabilities must submit appropriate medical, psychological, or educational documentation to substantiate the need for services.

Confidentiality of records is maintained. Upon the student's written release, the disabilities designee at each center can verify the disability and make recommendations for necessary accommodations.

For further information about requests for accommodations and procedures to follow, please contact the associate dean of administration.

## **ACADEMIC AND FINANCIAL POLICIES**

### ***Catalogs and Handbooks***

All enrolled students are entitled to receive a copy of the school catalog and the program handbook that outlines all requirements, policies, procedures, and information relevant to their study. Copies of the most recent catalogs and handbooks are available from your program office.

## *Admissions*

All of the academic degree programs specify admissions criteria for prospective students, which may be found on that program's description page in this catalog. The school welcomes applications from qualified candidates, regardless of race, color, sex, sexual orientation, age, nondisqualifying disability, religion or creed, or national or ethnic origin. To enable the faculty to determine an applicant's readiness for a program, all applicants (to all of the school's academic programs) will be asked to submit the following:

- A signed application, with fee, noting all relevant educational, occupational, and volunteer service history
- Official transcripts of all prior academic work at regionally accredited colleges and universities, indicating minimum undergraduate and graduate grade point averages of 3.0 for all programs in the center. Lower grade point averages may be considered in rare circumstances upon receipt of written explanation.
- Three letters of reference from colleagues, supervisors, or instructors (not family, friends, or service providers). Letters should specifically evaluate the candidate's potential for graduate academic achievement.
- Samples of academic writing, job evaluations, or other examples of scholarly or professional capability. Writing samples should give evidence of correct grammar and style and clear expression. Job evaluations should give evidence of respectful interactions with clients/customers and colleagues, professionalism, pragmatic planning ability, and integration of theory into practice. Requests for waiver of this requirement should be made in writing to the program office.
- An essay that states the intent of the applicant for the course of study and that answers the specific questions asked on the admissions application. Essays should demonstrate accurate understanding of the program to which the applicant is applying.

After signed and completed applications have been received, applicants will be evaluated for eligibility. Eligibility criteria include attainment of minimum academic and/or professional experience, appropriate motivation and preparedness for graduate study, and willingness and ability to complete the program. Eligible applicants will be scheduled for a personal interview.

When recommended for an interview, applicants will meet with one or more members of the faculty and/or administration. Phone interviews may be acceptable for out-of-state applicants, but face-to-face interviews are recommended. Applicants will be interviewed to determine their prior knowledge and experience in the area of the program and for their academic potential.

After all required admissions documentation has been received, and subsequent interviews have been completed, applicants are numerically rated by the faculty to determine how well they meet admissions criteria. Applicants are then designated as being accepted, rejected, or placed on a waiting list, and are notified by mail. Accepted applicants have 30 days to notify the school of their intent to attend or not to attend a program. Students declaring their intention to attend need to sign a letter of

matriculation (see below) and forward a reservation fee, applicable to the first semester's tuition, to hold a position in the next entering class. Students on a waiting list will be notified if a position becomes available. Students who do not enter the program during the year of admission may defer their admission for a maximum of one year. After one year, re-application will be required and must include all new documentation and a new application fee.

For master's level programs, all admissions are conditional for the first semester. During their first semester, students must complete all course work for which they register with an average of B or better. Students will be reviewed by the faculty at the end of their first semester for full admission. Criteria for full acceptance will include not only a B average in academic work, but also demonstrated professionalism and respect in interactions with clients, students, and faculty. Students who do not gain full admission at the end of their first semester may continue with conditional status for a second semester at the discretion of the faculty. Students who do not gain full admission after their second semester may not continue in the program.

For doctoral-level programs, all students are admitted conditionally for their first year, until the student has successfully completed the preliminary review. During this examination process, students complete a self-evaluation and submit it to the faculty. This self-evaluation, along with evaluations of written assignments for classes, practicum evaluations, and a review of the student's evaluation criteria are assessed by a preliminary exam committee. This committee, composed of the program director or chair and at least two additional faculty members, then meets with each of the students to discuss his/her standing and future in the program. Recommendations from this meeting are forwarded to the faculty-at-large for final approval. Specific criteria used in determining whether students pass the examination can be found in the program *Student Handbook*.

Admission to one program in the school does not constitute admission to any other program in the school. Each program has separate admission standards. Students may not concurrently enroll in both master's and doctoral programs within one department. Upon completion of a required master's degree, students may apply for doctoral study. Students may concurrently enroll in degree and certificate/specialization programs, provided that the certificate/specialization does not interfere with the degree program, and that the student has met the requirements for the specific program.

### ***Matriculation***

After an offer of conditional acceptance has been tendered to an applicant, the applicant becomes a student (i.e., matriculates) upon signing the acceptance of admission form. Each student is entitled to receive a copy of the current catalog and program *Student Handbook*. The department in which the student is enrolled reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship among the university, the department, and the student. Such right includes modification to academic requirements, course sequencing, time scheduling, curriculum, tuition, and/or fees, when, in the judgment of the administration, such changes are required in the

exercise of its educational and pedagogical responsibility. The only exception to this rule is that the student will remain bound by the total number of credit hours required for the completion of the degree for the year in which the student entered.

### ***Residency and Scheduling***

All degree programs are offered in South Florida, at campuses and facilities of Nova Southeastern University. To complete program requirements, students may need to develop flexible schedules at their places of employment. A minimum of one year of residency is required for a graduate certificate in the center, a minimum of one and one-half years of residency is required for all master's degrees in the center, and a minimum of two years of residency is required for all doctoral degrees in the center.

### ***Transfer of Credit/Courses at Other Universities***

Each program specifies the amount and type of transfer credit allowed. However, each course being evaluated must have been:

1. A graduate-level course equivalent in content to a course offered in the degree program
2. Completed at a regionally accredited university
3. Passed with a grade of B or better
4. Completed within the last seven years

No course credit will be granted for portfolio-based experiential learning.

A request for approval of transfer credit should be submitted to the program office with the following minimum information:

1. An official transcript from the institution where the course was taken
2. Catalog course descriptions and official class syllabi
3. Other information as requested

After admission, students may not register for courses at other universities for credit in degree or certificate programs without faculty approval. In extreme situations, faculty may approve, on a case-by-case basis, courses taken at other universities during the degree program. In no case shall more than two courses taken at other universities be credited toward degree or certificate programs. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

## ***Class Registration***

Students register for class on designated days and at designated times. There is no early registration. Late registration entails additional fees. All students must be officially registered by having a student transaction form processed in accordance with university policy. An officially registered student is a student whose transaction form has been accepted by the Office of the Bursar for payment in accordance with university payment procedures and has been computerized by the Office of the University Registrar. A student transaction form may be processed only if it has been completed by the student and is accompanied by approved payment.

All students must be officially registered before their first class meeting. At the time of registration, students must make payment or show evidence of financial aid. Students also pay required registration, lab fees, and other fees as required. Students must take sequenced classes in the order designated by the school's curriculum. The dean will designate a minimum and maximum number of students for each class.

Independent study courses must be approved by the instructor and the program director. Students must register for an approved independent study course with prior permission of the course instructor.

## ***Adding Classes***

Students may add a class after the registration period and before the first class meeting. After the first three hours of class meeting, a class may not be added without the consent of the program director and the class instructor.

## ***Dropping Classes***

Students may drop a class after the registration period and before the start of the semester. Dropping a class during the first week of the semester leads to a 75 percent refund, and dropping a class during the second week of the semester leads to a 50 percent refund. No refunds will be made after the end of the second week. The \$200 deposit paid and all fees are not refundable. The academic program offices also provide information on the financial and grade consequences associated with the date of dropping a class. All adds and drops must be processed in writing. Phone calls to announce add and drop intentions are insufficient. Students who wish to receive a refund of tuition must complete and process a student transaction form, available from the program coordinator.

## ***Audit Policy***

Students wishing to audit a class may do so only at the discretion of the instructor; the instructor also has sole discretion as to how many students may audit any particular class. Students who are auditing a class may participate in class discussions, but will not be required to fulfill class requirements. Auditing students do not complete class assignments and do not receive academic credit for the class, but an "audit" notation will appear on their transcripts. Auditing fees equal 60 percent of the regular tuition cost of the course.



## ***Refund Policy***

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees, paid by the student before the commencement of instruction, if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition and fees after the commencement of instruction may be found above in the section titled "Dropping Classes."

## ***Withdrawals***

Any student who does not attend the first two class sessions, and does not communicate a satisfactory explanation for these two initial absences, will be administratively withdrawn from the course. Students may drop a class before completion of 12 hours of class meetings; after that time, students who wish to drop that class must formally withdraw by completing an official withdrawal form that requires the signature of the instructor and the program coordinator. Students may withdraw up to the withdrawal date set for a term. After the withdrawal date, students must receive a grade for the course. Withdrawal from a course shall lead to a W being placed for that course on the transcript.

## ***Incomplete Grades***

A student must make a formal, written request for an incomplete grade for family and other preapproved emergencies; such requests, unless there is an unexpected medical emergency, must be approved before the last regularly scheduled class. A student may request an incomplete, or I grade for a period of one semester only; the expected date of completion of the incomplete grade will be noted on the formal request form. An incomplete will be granted only if the student is maintaining a passing average on all work required for the course up to the point of the request for the incomplete. Students who have an outstanding incomplete grade or who have a failing average may not receive an additional incomplete; they must either withdraw from the class or receive a failing course grade. Forms to request an I grade are available in the program office. Students must discuss an I grade with the instructor and obtain the instructor's consent and signature before filing the incomplete application form. The decision of the instructor may be appealed to the program director; the director's decision is final, although formal grievance procedures may be pursued through the dean of the school (see the *Student Handbook*).

Please note that the incomplete policies for family therapy and dispute resolution are different. There are no incomplete grades given for practicum courses in family therapy. Dispute resolution, however, offers consideration of an incomplete grade under extreme unexpected circumstances. The practicum handbook for each department offers accurate information about current policy.

The incomplete form includes a detailed description of the work that needs to be completed. Faculty members shall not be allowed to initiate I grades. They must assign a letter grade of F if a student has not filed an I request form. Incomplete grades shall be resolved within the following semester. At the end of the following semester, if the work has not been completed, the grade will automatically be changed to an F.

### ***Full- and Part-Time Status***

Students are considered full time if they register for nine or more semester hours. Master's students must enroll for at least six hours per semester (considered part time). Doctoral students must enroll full time for at least nine hours per semester until registration for dissertation, when they must register for at least two dissertation hours per semester if they are in the family therapy program or three dissertation hours per semester if they are in the dispute resolution program. With faculty approval, doctoral students may request a full-time registration for "work in progress" to complete qualifying examination papers. Doctoral students may request such a registration for only two semesters.

### ***Reduced Status and Leave of Absence***

Students who wish to reduce their number of registered semester hours below required minimums, or who wish to take a leave of absence for part or all of a semester, shall apply to the program director for approval. Students must write a statement of explanation regarding the need for the reduction or the leave. If approved, the program director will recommend the term of reduced hours or leave of absence. Before returning to the program, students will be required to participate in an interview with the program director or chair and faculty representatives in order to determine readiness to reenter the program. Students who do not have the approval of the program director for reduction or leave will not be allowed to register for courses until they have resolved the matter to the director's satisfaction. If a student does not have the required approval for a leave of absence, and the student's file remains inactive for two semesters, the program will reserve the right to terminate the enrollment of that student and close the file.

### ***Academic Evaluation and Standards for Progress***

Course work will be evaluated according to the following criteria:

- A grade of **A** shall be earned for work of excellent quality.
- A grade of **B** shall be earned for work of good quality.
- A grade of **C** shall be earned for work of average quality.
- A grade of **D** shall be earned for work of poor quality.
- A grade of **F** shall be earned for work of failing quality.
- A grade of **W** shall be given any student who withdraws from a course.

Dissertation hours shall be graded in the following way:

Pass, In Progress, No Progress, or Fail

Attendance is required for all courses. Three or more unexcused absences during a classroom course will result in an automatic grade of F for the course. More than three unexcused absences during a practicum shall lead to a failure for the course. Grades of A or B are considered acceptable for graduate-level training. A grade of W shall not affect standing in a program. Any course with a grade of D or F must be repeated within one year for credit toward a degree or certificate program. Students must maintain a 3.0 GPA for graduation. Students who do not meet these requirements, or who cannot raise their GPA to a 3.0 after one year on probation, will be dismissed from the program.



### ***Probation and Dismissal***

Students shall be placed on academic probation when they receive a D or an F for a course, when they have more than two Cs, when they have more than two active Is, or when they fail degree program examinations. Academic probation is noted in writing on students' records. All courses with D or F must be retaken within one year. If a student has more than two Cs, course(s) must be retaken within one year to reduce the number of Cs to two. Students with more than two active Is must resolve all incomplete grades within one semester. Students who do not successfully resolve academic probation within one academic year will be dismissed from the program.

Students with more than one D or F at any time in the program will no longer be considered in good standing in the program. These students will be required to meet with the program director or chair and faculty representatives in order to determine whether the student will be allowed to continue in the program. The program reserves the right to dismiss such students from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the program's administration.

Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of B or better will be applied toward the degree.

Dismissal for violations of professional ethical conduct will be final. Students dismissed for such conduct will not be considered for readmission to the program.

### ***Institutional Review Board***

Nova Southeastern University encourages the conduct of research in and among its colleges and centers, and in collaboration with other educational institutions, agencies, and organizations. While respecting the right of faculty to full academic freedom in research, the university is firmly committed to adhering to basic ethical principles underlying the acceptable conduct of research involving human subjects.

The National Research Act Public Law 99-158, the most recent extension of which is The Health Research Extension Act of 1985, and the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research provide guidelines for research with human subjects to ensure their protection in the design and conduct of research. These federal regulations require that any institution requesting and receiving funds from a federal department or agency for research involving human subjects must assure that such research is reviewed and approved by the institution's Institutional Review Board (IRB).

In May 1996, the executive provost and vice president for academic affairs appointed an Institutional Review Board Task Force, composed of faculty members and administrators from various centers/colleges, to review the organization, functions, and responsibilities of the university's existing IRB. As a result of its work, the task force recommended the following actions:

- Establishment of one university-wide IRB
- IRB review and approval of all research with human subjects, whether funded or unfunded
- Development of policies and procedures to guide the review and approval of research involving human subjects

The task force has developed a comprehensive *Policy and Procedure Manual for Research with Human Subjects* for distribution to the university community both online and in hard-copy form. The manual provides detailed information to support institutional initiatives for guaranteeing compliance with federal regulations governing the protection of human subjects and to guide principal investigators in procedures relevant to the development of research protocols that include human subjects. The following is a summary of key points included in the manual.

Any research that involves human subjects conducted by NSU faculty, staff, or students, whether funded or unfunded, shall be under the jurisdiction of the IRB. The IRB is responsible for determining and assuring that: 1) the welfare and rights of human subjects are adequately protected and informed consent given, if necessary; 2) human subjects are not placed at unreasonable physical, mental, or emotional risk as a result of research; 3) the necessity and importance of the research outweighs the risks to the subjects; and 4) the researcher(s) is/are qualified to conduct research involving human subjects.

Members of the IRB committee will be appointed by the executive provost and vice president of academic affairs to staggered three-year terms. Members will have varying professional, racial, ethnic, cultural, and gender differences, knowledge of professional regulations and conduct, and sensitivity to community attitudes. They will include: the chair; one member from each center/college, preferably a full-time faculty member; five additional members from the university and/or the wider community; the additional university members will generally be appointed from centers/colleges that are more research-intensive; the director of the Office of Grants and Contracts, who shall serve ex officio as a nonvoting member of the committee.

The chair will be granted appropriate release time from his/her assigned teaching responsibilities for the term of the appointment. Meetings will typically occur a minimum of once a month. Additionally, the chair, and/or others the chair deems appropriate, will be responsible for training new appointees to the IRB.

Additional information provided in the manual includes: a definition of that research involving human subjects which must have IRB review and approval and that which is exempt; types of IRB review and resulting actions; policies governing cooperative research; and extensive guidelines for conducting research involving special populations, such as pregnant women and fetuses, prisoners, and children. Guidance also is provided for preparing all documentation, including the submission form, research protocol, and informed consent form, along with samples of each, and the procedures to be followed in submitting such documentation to the IRB for review.

For all funded research involving human subjects, the Office of Grants and Contracts will be responsible for coordinating the submission of required documentation to the IRB for review. In the

case of unfunded research involving human subjects, faculty, staff, and students proposing research involving human subjects will submit all documentation to the designated IRB member or alternate in their center/college, who will be responsible for reviewing the research and determining if it warrants review by the IRB. If so, the documentation will be forwarded to the Office of Grants and Contracts for coordination of the IRB review.

Finally, the Office of Grants and Contracts will provide staff support to the IRB in all phases of its work, track and monitor submissions, and maintain records related to all research involving human subjects. You may visit the Web site at: [www.nova.edu/cwis/ogc/irb.html](http://www.nova.edu/cwis/ogc/irb.html).

### ***Academic Freedom***

The school uses the definition of academic freedom in university policy and in the criteria for accreditation of the Southern Association of Colleges and Schools:

Academic freedom does not require neutrality. Institutions may endorse particular religious or philosophical beliefs, or specific social principles as they relate to the institutional statement of purpose. Nonetheless, the protection of the freedom for faculty and students to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to teach and study the substance of a given discipline is crucial to the integrity of an educational institution.

### ***Course and Program Evaluation***

At the end of each semester, students are given the opportunity to provide the program with evaluations of the courses taken. Anonymity is protected in the following ways: 1) students are asked not to sign the evaluation; 2) all evaluations are completed and sealed in an envelope while the faculty member remains outside of the room; 3) the envelope is delivered directly to the staff by a student volunteer, and the handwritten comments are typed into the computer; 4) the original, handwritten sheets are destroyed; 5) faculty members do not receive typed copies of the evaluations until after grades have been submitted to the registrar.

### ***Student Evaluation***

Each student is evaluated on an ongoing basis while enrolled in the school. In addition to academic evaluations given in courses, students are evaluated for their readiness for professional and scholarly work. If faculty members concur that a student is exhibiting poor performance in one or more of the areas listed below, the faculty may request that the student attend a faculty meeting for an informal resolution of the problem. The faculty may make specific recommendations to the student for improvement in personal behavior, psychological, or academic performance. If the problem continues, or if the issue is of sufficient concern, faculty members may communicate their grievance to the dean and request a formal review of the student's status in the school. The dean will investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, he or she may be dismissed from the program.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student, the faculty member shall discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the program director and the faculty as a whole. Appropriate faculty members will be asked for additional review and comment.

The school has identified several categories of behaviors that are essential to professional and scholarly performance. These broad areas include:

1. Academic abilities
2. Professional and scholarly ethics
3. Responsibility, dependability, and cooperation
4. Responsiveness to constructive criticism

### *Minimal Technological Qualifications for Graduation*

All master's and doctoral students must demonstrate minimal mastery of the following areas of technological practice before they are allowed to sit for the comprehensive or qualifying examination:

- Be competent in using wordprocessing, including the ability to edit, spell, and grammar check, and make basic editorial changes to written work (margins, page numbers, etc.)
- Be conversant in the university email system, able to upload and download documents from within and outside the system, send messages to faculty and staff, and be responsible for reading messages sent on a regular basis to the student's assigned email address with announcements, job opportunities, and other departmental items of interest
- Be able to access the Internet, searching for topics relevant to research papers and class projects
- Know how to access Web pages of various interest groups and organizations that are relevant to the field of study

These skills and exercises will be introduced during the computer training in new student orientation, and both practiced and evaluated throughout the academic programs in classroom assignments and exercises. Computers are available for student use in the school's mini computer lab room, the computer lab in the business school building (on the east campus), and on main campus. University personnel are also available at these locations to assist those who need additional or refresher instruction in these areas. There is, therefore, no excuse for not checking email messages or for being unable to complete computer-related assignments even though the student may not have a computer and modem at home.

## ***Graduation***

When students have successfully completed all degree program requirements, they will be sent an application for degree form. Students may neither obtain the form nor complete it on their own. The form will be filled out by the academic program office and sent for student signature and graduation fee. When the form is returned to the academic program office, the office will make a final check on degree completion and will forward the application for degree to the registrar.

Students will not be allowed to participate in commencement ceremonies until they have finished all graduation requirements (as listed in the *Student Handbook*) and have completed the application for degree form.

## ***Degree Completion Limits***

Master's courses apply toward a master's degree only within five years after matriculation in the master's program. Graduate courses apply toward a postgraduate certificate only within three years of matriculation in a certificate program. Doctoral courses apply toward a doctoral degree only within seven years of matriculation in a doctoral program. After a time limit has been exceeded, students must re-register for classes taken earlier than the specified time limit.

## ***Privacy of Records***

The school follows the regulations stipulated in Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy. Records are available for review by present and former students upon written request to the program coordinator. However, the program coordinator will not be allowed to release transcripts of students' academic records until all of their accounts have been paid; the school considers each student's file confidential and will release only those documents specifically requested in writing by the student. If students have waived the right to see their letters of recommendation, the letters cannot be released, even at their request.

## ***University Equipment and Utilities***

Students may not use university equipment such as copy machines, computers, faxes, and telephones. Audiotapes or videotapes of clinical work are considered confidential and must be kept in university facilities. Students and faculty members may not use clinical videotapes for publication or public presentation without permission from all parties involved.

## ***Student Appeals***

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact on them. Before initiating a formal appeal, a student must meet with a faculty member or the program director and attempt to informally resolve the situation. If this does not result in an acceptable resolution, the student may bring the matter to the attention of the director or chair, who may, in turn, bring the matter to the dean. The dean may continue efforts at informal resolution.



If informal attempts fail to provide an acceptable resolution, the student may file a written appeal with the dean. The document should contain a concise statement of all relevant facts regarding the matter. Upon receipt of a written appeal, the dean will review the appeal to determine whether an investigation is warranted. If the dean decides to investigate the complaint, the dean may then meet with the parties involved, interview others, convene a faculty or staff meeting, seek a recommendation from the faculty, and/or request a recommendation from the university administration.

The dean will make a final determination on the complaint and will direct what, if any, further action shall be taken. The dean will respond to the student in writing and explain the determination on the complaint. After the determination by the dean, a student has the right to make a final appeal to the Office of the Vice President for Academic Affairs.

If, at any time during the appeals process, the student should seek the advice of legal counsel, the appeals process will terminate and all further dealings will be addressed to the university's attorney. Once matters have been turned over to the university attorney, no faculty member or administrator within the center will be free to discuss the matter any further with the student.

## **SCHOOL OF SOCIAL AND SYSTEMIC STUDIES TUITION AND FEES 2000-2001**

### **TUITION**

Family Therapy	
Master's level	\$ 390 per credit hour
Doctoral level	\$ 560 per credit hour

Dispute Resolution	
Master's level (Residential and Distance)	\$390 per credit hour
Doctoral level - Residential	\$545 per credit hour
Doctoral level - Distance	\$560 per credit hour

### **FEES**

Application fee	\$ 50
Reservation fee (applicable to first semester tuition)	\$ 200
Registration fee	\$ 25 per semester
Family Therapy Practicum	\$ 20 per practicum course
Dispute Resolution Practicum	\$ 35 per semester
Application for degree fee	\$ 75

Other fees that may be incurred—and the amounts of which are determined by other university departments or private organizations—include cap and gown fees for graduation, dissertation binding fees, cost of books, and family therapy practicum liability insurance fees.

Payment of tuition, registration, and other fees may be made by check or money order, payable to Nova Southeastern University. Tuition fees may also be charged to MasterCard, VISA, Discover, or American Express accounts. Please note that all fees are subject to change without notice.

## **POLICIES GOVERNING STUDENT RELATIONS**

### ***General***

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term “student” as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

### ***Institutional and Academic Information***

NSU and its composite academic units periodically publish bulletins or catalogs describing university programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### ***The Code of Student Conduct and Academic Responsibility***

**Purpose:** This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

### ***Nova Southeastern University Statement of Academic Rights and Responsibilities***

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university. Although students will be guided by the faculty in their educational experiences, they are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to formulate their own opinions.
- A scrupulous respect for the equal rights and dignity of others

- Dedication to the scholarly and educational purposes of the university and participation in promoting and assuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the state of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

#### A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Academic honesty standards include:

##### 1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practica, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination.

##### 2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must conform with the adopted citation manual for their center. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.



3. Tendering of Information

All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited

Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism
- b. Any form of cheating
- c. Conspiracy to commit academic dishonesty
- d. Misrepresentation
- e. Bribery in an attempt to gain an academic advantage
- f. Forging or altering documents or credentials
- g. Knowingly furnishing false information to the institution

5. Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Student Conduct

Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:

- a. Theft
- b. Vandalism
- c. Disruptive behavior
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items
- e. Possession, transfer, sale, or use of illicit drugs

- f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
- g. Violations of housing regulations
- h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
- i. Threats of or actual damage to property or physical harm to others
- j. Any activity that may be construed as hazing ("Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.)
- k. Failure to pay tuition and fees in a timely manner

## 2. Authorizations

Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

## C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

## D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the university.

## *Student Publications*

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecent, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

### ***Student Participation in University Governance***

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

### ***Student Code of Computer Ethics***

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The university's computer systems are vital to the university's programs of instruction, research, and administration. Nova Southeastern University's computer systems refer to all computers owned or operated by the university and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether freestanding or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic

preparation toward specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida state statutes may be examined online or in a student's academic program office.

In addition, a student accessing any Nova Southeastern University computer system, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

- Have proper authorization for use or attempted use of accounts within the NSU computer systems
- Limit the use of NSU computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of NSU's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use NSU's computer systems as a means for the unauthorized access to computer systems outside the university's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using NSU's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate university policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with the license or purchase agreement
- Be in compliance with federal copyright laws and the NSU copyright code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

## ***Drug-Free/Smoke-Free Schools and Campuses***

### ***General***

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on property owned or controlled by Nova Southeastern University and as a part of any of its activities. (The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without physician's order.) No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol. If you, a fellow student, teacher, or coworker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

#### **On Campus:**

Nova Southeastern University Student Counseling Service  
Farquhar Center Annex, Suite 200  
(954) 262-7040

Nova Southeastern University Community Mental Health  
Davie (954) 262-5730  
Lauderdale Lakes (954) 486-3663  
Coral Springs (954) 753-7020

#### **Community:**

Department of Children and Families  
Substance Abuse Program Office  
1317 Winewood Boulevard, Bldg. 6, 3<sup>rd</sup> Floor  
Tallahassee, Florida 32399-0700  
(850) 487-2920

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies depending upon the amount and type of drugs and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of

the first degree. Punishment for misdemeanors ranges from less than 60 days to one year of imprisonment. Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with the intent to sell, purchase, manufacture, or deliver controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of an alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment for not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. A third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within 10 days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the workplace. Any criminal drug convictions in the workplace must be reported by the employee to his or her university supervisor or department head within five days of the date of such conviction. The university will discipline any employee who is so convicted, or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within 30 days of notice of such conviction.

Any Nova Southeastern University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include



evaluation/treatment for drug-use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova Southeastern University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova Southeastern University students will, as a condition of their enrollment, abide by the terms of this policy.

### ***Alcohol and Other Drugs***

Nova Southeastern University, as an institution of higher education, is dedicated to the well-being of all members of the university community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), the university endeavors to prevent substance abuse through programs of education and prevention.

The university recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the university's policy to work with members of the university community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The university also recognizes that the possession and/or use of certain substances is illegal, and the university is obligated to comply with local, state, and federal laws.

While on campus or engaged in any university-related activity, members of the university community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action, including the possibility of dismissal.

Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the university will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the university community who has a substance abuse problem lead a productive and/or academic life free of substance abuse.

Members of the university community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

### ***Substance Abuse Awareness, Education, and Prevention***

Nova Southeastern University's activities in substance abuse awareness, education, and prevention exist to encourage members of the university community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- ▶ to educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- ▶ to inform members of the university community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- ▶ to support those who choose not to drink alcohol or to use other drugs
- ▶ to teach those who choose to drink alcohol to do so responsibly
- ▶ to help those who abuse alcohol or other drugs

In order to achieve these goals, the university operates and/or engages in the following programs and activities:

*Alcohol and Drug Resource Center.* The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the university's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the center's staff to disseminate information within their centers.

*Advisory Committee.* This is a group of administrators, faculty, and student leaders who are appointed by the vice president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

*Alcohol and drug awareness activities.* Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The target audience includes all students, employees, and faculty members of the university, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The university supports National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

*Student organizations.* The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

*Alcohol and drug workshops.* Workshops are provided for student leaders and for employees as part of the university's staff-development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

*Academic courses.* Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Resource Center to ensure that the substance abuse content of courses is consistent with university policies.



*Orientation.* Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general introduction to the problems of substance abuse and includes a statement of the university's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

### ***Smoking***

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories), which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

### ***Communicable Diseases Policy***

It is the intent of the university to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the university community. It is also the intent of the university to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the university. Employees and students of the university who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The university will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

### ***Policy Guidelines***

1. For the purpose of this policy, the term "employee" shall include all persons employed by the university, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
  - a. members of the board of trustees
  - b. guest lecturers
  - c. vendors

The term "student" shall include all persons enrolled at the university, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the university community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the university community by an infected person, the assistant director of human resources will, after notification of the issues presented to the university president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The university will make available to its employees and students information about the transmission of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current university policy for sick or annual leave as other employees.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the university shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the university solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrates that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the university when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The university shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

### *Policy on Sexual Harassment*

It is the intent of Nova Southeastern University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment
  - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred
  - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere
- A. At Nova Southeastern University, sexual harassment of or by employees includes:
- 1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
  - 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
  - 3. Verbal abuse that is sex oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually oriented comments or innuendoes or actions that offend others.
  - 4. Engaging in any type of sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
  - 5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually oriented conversations, suggestions, requests, demands, physical contacts, or attentions.

Nova Southeastern University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the human resources department and should be reported promptly to the director of human resources.

B. At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class
2. Submission to or rejection of such conduct affects academic decisions
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment
4. Unwelcome patting, pinching, or touching
5. Offensive or demeaning sexual remarks, jokes, or gestures

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

### ***Privacy of Records***

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and official transcripts of students' previous academic records and performance while in residence. These records are available for review by current and

former students upon written request to the registrar's office. However, the registrar will not release official transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing before September 1 of the relevant school year. A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms. Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

### ***Reservation of Power***

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, course sequencing, time scheduling, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational and pedagogical responsibility. The only exception to this rule is that the student will remain bound by the total number of credit hours required for completion of the degree program for the year in which the student entered the program.



## FACULTY, ADMINISTRATION, AND STAFF

Sharon Boesl, Director of Family Therapy Associates, Assistant Professor  
Ph.D. in Family Therapy

**Teaching and research interests:** Systemic approaches to court-ordered evaluation and treatment; management of mental health agencies; community outreach; action research

Ann Booth, Director of Enrollment and Student Affairs

Psy.D. in Clinical Psychology

Thomas Boudreau, Assistant Professor of Dispute Resolution

Ph.D. in Social Science

**Teaching and research interests:** International law; world politics; interpersonal communications; nonviolence in America

Douglas Buck, Associate Vice President of Human Resources, Assistant Professor of Dispute Resolution

Ph.D. in Public Administration

**Teaching and research interests:** Community mediation, commercial arbitration, personnel management, labor management negotiations

Janice Burgoyne, Administrative Manager

Christopher F. Burnett, Assistant Professor of Family Therapy

Psy.D. in Clinical Psychology

**Teaching and research interests:** Application of systems thinking in organizational and social systems; human systems consulting; Bowen family systems theory; systemic approaches to quantitative and qualitative research methodologies

Sean Byrne, Assistant Professor of Dispute Resolution, Director of Dispute Resolution Ph.D. Program

Ph.D. in International Relations

**Teaching and research interests:** Foundations of conflict resolution; international conflict management; institutional and organizational analysis; theories of conflict and conflict resolution; ethnic and intergroup conflict; qualitative research methods; and children, education, and conflict

Ronald J. Chenail, Assistant to the President for Academic Affairs and Associate Professor of Family Therapy

Ph.D. in Family Therapy

**Teaching and research interests:** Discourse in therapy and mediation; qualitative inquiry

Patricia Cole, Assistant Professor of Family Therapy, Director of Family Therapy Master's Program

Ph.D. in Family Therapy

**Teaching and research interests:** Family relationships in family business and in other work contexts; gender concerns in the workplace; qualitative research

Barry Duncan, Associate Professor of Family Therapy

Psy.D. in Clinical Psychology

**Teaching and research interests:** Brief applications of systems theory; practical applications of the empirical literature; integration of different systemic models; common factors across treatments

- Heidi Fisher, Program Coordinator, Department of Family Therapy  
 Douglas Flemons, Professor of Family Therapy  
 Ph.D. in Family Therapy  
**Teaching and research interests:** Relational means of creating and understanding contextual phenomena such as therapy, hypnosis, and learning; writing as inquiry; therapeutic imagination; the presence of absence and the absence of presence
- Shelley K. Green, Associate Professor, Director of Family Therapy Ph.D. Program  
 Ph.D. in Family Therapy  
**Teaching and research interests:** Supervision and training in systemic therapies; the role of gender in team development; therapist learning styles and personal competence; systemic approaches to sexual issues in therapy; brief therapy with persons with AIDS
- Yolanda Hankerson, Program Coordinator, Department of Dispute Resolution
- Jennifer Harkness, Assistant Professor of Family Therapy  
 Ph.D. in Family Therapy  
**Teaching and research interests:** Medical family therapy; child/adolescence issues; collaboration; chronic illness; divorce/child custody; doctor/patient communications; delivering bad news; cancer in the family; informed consent and confidentiality
- James Hibel, Executive Director of Academic Affairs, Assistant Professor of Family Therapy  
 Ph.D. in Child and Family Studies  
**Teaching and research interests:** Teaching and supervision of narrative systemic therapy; theoretical and practical applications of postmodern systemic therapies; application of less hierarchical models to supervision and training issues; systemic therapies with adolescents and their families; sequential response models in systemic therapy
- Judith McKay, Director of Practicum and The Academy of Dispute Resolution  
 J.D., M.A. in Education with specialty in student services and counseling  
**Teaching and research interests:** Violence prevention and intervention; family, civil, and community mediation; family, education, and poverty law; gender conflict; communication; comparative law; environmental and public disputes; public policy
- Brian D. Polkinghorn, Assistant Professor of Dispute Resolution (*On Leave*)  
 Ph.D. in Social Science  
**Teaching and research interests:** Environmental/public policy dispute resolution; multiparty conflict intervention; negotiation theory and practice; ethics of third-party intervention
- Anne Hearon Rambo, Associate Professor of Family Therapy  
 Ph.D. in Family Therapy  
**Teaching and research interests:** Supervision and training in systemic therapies; therapy as play and play as therapy; development of the therapist's unique personal style; rhetoric and language skills training; family therapy history
- Ruzica Rosandic, Assistant Professor of Dispute Resolution  
 Ph.D. in Psychology  
**Teaching and research interests:** Violence and violence prevention; peace education; reconciliation; ethnic conflicts; research methods
- Richard Ryal, Communications Coordinator, The Academy of Dispute Resolution
- Karen Schwartzman, Assistant to the Director, Family Therapy Associates



Jessica Senehi, NSU Postdoctoral Fellow of Conflict Resolution

Ph.D. in Social Science

**Teaching and research interests:** Analysis and resolution of conflicts; women's studies; gender studies; research design and methods; folklore; social inequality

Lee Shilts, Associate Professor of Family Therapy

**Teaching and research interests:** Brief solution-focused theory and therapy; supervision and training in systemic therapies; the use of solution-focused therapy in nontraditional settings; Ericksonian hypnotherapy; use of letter writing in therapeutic settings

Cody W. Smith, Computer Applications Coordinator and Webmaster

Marcia Sweedler, Assistant Professor of Dispute Resolution, Director of Dispute Resolution Master's Program

Ph.D. in Education Policy, Planning, and Administration

**Teaching and research interests:** Developing a systemic approach to conflict resolution through training, ADR, and workplace/school climate

Handesa Tusso, Assistant Professor of Dispute Resolution

Ph.D. in Sociology

**Teaching and research interests:** Cultural issues of conflict resolution; indigenous peacemaking practices; interdisciplinary models and theories; immigrant communities; refugee communities; African American communities; African studies; critical and historical analyses; challenges of sustainable development; political economic perspectives

Chrissy Virzi, Receptionist and Administrative Assistant

Wayne Weinstein, Administrative Assistant, Family Therapy Associates

Margo Weiss, Assistant Professor of Family Therapy, Director of Medical Family Therapy and Health Conflict Resolution Programs

Ph.D. in Family Therapy

**Teaching and research interests:** Medical family therapy; chronic illness and families; autism; brief interventions in health care settings; bereavement and loss across cultures

Cathie J. Witty, Assistant Professor of Dispute Resolution

Ph.D. in Anthropology

**Teaching and research interests:** Cross-cultural and comparative dispute resolution; qualitative research; gerontology; trauma and violence

Honggang Yang, Dean, Associate Professor of Dispute Resolution

Ph.D. in Applied Anthropology

**Teaching and research interests:** Political anthropology; comparative conflict/peace research; ethnographic/qualitative research methods; graduate distance learning

## SELECTED FACULTY PRESENTATIONS AND PUBLICATIONS

### **Boesl, Sharon L**

Boesl, S. (2000) Creating Meaningful Change: The Juvenile Dependency Mediation Project. Paper presented at ALAEPM/PAR 5<sup>th</sup> and 9<sup>th</sup> World Congress, Ballarat, Australia

Boesl, S. (2000) The Juvenile Dependency Mediation Project: An Action Research Study. Paper presented at Quig Conference, Athens, GA

Boesl, S. (1996) Child Protection Mediation: A Multi-Perspective Study. Paper presented at Annual Conference of the Association of Family and Conciliation Courts, San Antonio, TX

### **Boudreau, Thomas E.**

Boudreau, T. (2000) *Delegitimizing Violence: Legal Order in a Violent World*. Unpublished Manuscript

Boudreau, T. (1998) *Universitas: The Social Restructuring of American Undergraduate Education*. Praeger Publishers

### **Burnett, Christopher F.**

Burnett, C.F. (1997) Taking the Concept of Team Seriously in Private Practice. Accepted for Publication in *Innovations in Clinical Practice: A Sourcebook*, Volume 16, Professional Resource Press.

Boyd, T.V., Burnett, C.F. (2000) *The Role of the Emotional System in Understanding Dual Chronic Pain Couples*. Paper presented at The Fourth Annual Collaborative Family HealthCare Coalition Conference.

Burnett, C.F. (1998) *Doing Organizational Consulting: Finding Your Own Skills*. Paper presented at Pre-Conference Institute, American Association of Marriage and Family Therapy Annual Conference, Dallas, TX.

### **Byrne, Sean**

Byrne, S. (Spring 2000) Power Politics as Usual: Divided Islands and the Roles of External Ethno-Guarantors. *Journal of Nationalism and Ethnic Politics*, 6(1):134-56.

Byrne, S., & Keashly, L. (Spring 2000) Working with Ethno-Political Conflict: A Multi-Modal Approach. Submitted as part of a special series by the Department of Peace Studies, Bradford University, on Peacebuilding and Ethnic Conflict in Oliver Ramsbotham and Tom Woodhouse (Eds.). *Warlords, Hawks and Doves: Peacekeeping as Conflict Resolution*. Frank Cass.

Byrne, S. (1997) *Growing-up in a Divided Society: The Influence of Conflict on Belfast Schoolchildren*. Cranbury, NJ: Associated University Presses.

**Cole, Patricia M.**

Cole, P. (in press). Understanding family business relationships: Preserving the family in family business. *The Family Journal*

Cole, P., Demerritt, L. A., Shatz, K., Sapoznik, M. (Accepted). Getting personal on reflecting teams. *Journal of Systemic Therapies*

Cole, P. (1997) Women in family business. *Family Business Review*, 10(4), p. 353-371

**Duncan, Barry L.**

Duncan, B., & Miller, S. (2000) *The heroic client: Doing client directed, outcome informed therapy*. San Francisco, CA: Jossey-Bass

Hubble, M., Duncan, B., & Miller, S. (Eds.) (1999) *The heart and soul of change: What works in therapy*. Washington D.C.: APA Books.

Rock, J., & Duncan, B. (1998) *Let's face it, men are @\$\$#%&\$: What women can do about it*. Deerfield Beach, FL: Health Communications.

**Flemons, Douglas G.**

Wright, K., & Flemons, D. G. (accepted) Dying to know: Qualitative research with terminally ill persons and their families. *Death Studies*.

Flemons, D. G., & Wright K. (1999) Many lives, many traumas: The hypnotic construction of memory. In W. J. Matthews & J. H. Edgette (Eds.), *Current thinking and research in brief therapy*, vol. 3 (pp. 179-195). Philadelphia: Taylor & Francis

Flemons, D. (1998) *Writing between the lines: Composition in the social sciences*. New York: W. W. Norton.

**Green, Shelley K.**

Green, S. (In press) [www.SexFamily.com](http://www.SexFamily.com). In Munhall, P. & Chenail, R. (Eds.), *The emergence of families into the 21st century*.

Green, S., Cox, J., & Rhodes, K. (1998) A trilogy of changes initiated by The Amazing Brainiac. In F. Thomas & T. Nelson (Eds.), *Tales from treating families* (pp. 265-276). Binghamton, NY: Haworth Press.

Green, S. (1997) Introduction: Special section on AIDS/HIV. *Journal of Systemic Therapies*, 16(1), 1-5.

**Harkness, Jennifer L.**

Speice, J., Harkness, J., Laneri, H., Frankel, R., Roter, D., Kornblith, A.B., Ahles, T., Winer, E., Fleishman, S., Lubert, P., Zevon, M., McQuellon, R., Trief, P., Finkel, J., Spira, J., Greenberg, D., Rowland, J., & Holland, J.C. (2000) Involving family members in cancer care: Focus group considerations of patients and oncological providers. *Journal of Psycho-Oncology*

McDaniel, S., Harkness, J., & Epstein, R. (2000) Differentiation before death: Medical family therapy for a woman with end stage Chrons Disease and her son. *American Journal of Family Therapy*

Harkness, J., & Nofziger, A (1998) Training in a collaborative context: What we did not know then...we know now. *Families, Systems and Health*, 16, 443-450.

**Hibel, James**

Hibel, J. (1999) *Bringing Dead supervision to Life*. Paper presented at American Association for Marriage and Family Therapy, Chicago IL

Hibel, J. (1998) *Sequential interventions in families with an adolescent*. Paper presented at Florida Association for Marriage and Family Therapy.

**Polkinghorn, Brian D.D.**

Polkinghorn, B. (2000) In Their Own Words: The Social Forces Behind a Non-Violent Approach to Structural Violence in South Africa as Told by Archbishops Desmond Tutu and Denis Hurley. *The Journal of Practical Dispute Resolution*.

Brannon, A.C., Worthen, W., & Polkinghorn, B. (2000) Humanism in the Environmental Sciences: A Reevaluation. *Journal of College Science Teaching*

Polkinghorn, B. (2000) The Social Origins of Environmental Resource Conflict: Exposing the Roots of Tangible Disputes. In Byrne, Sean; Cynthia Irving; Paul Dixon; Brian Polkinghorn and Jessica Senehi (eds.) *Reconcilable Differences: Turning Points in Ethnopolitical Conflict*, New York: Kumarian Press.

**Rambo, Anne H.**

Rambo, A. (In press) The discouraged parent, and how to help. In Madanes, C. & Crenshaw, W.(Ed.) *The handbook of strategic therapy* New York: Guilford Press.

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**Rosandic, Ruzica**

Rosandic, R. (2000) *Grappling with Peace Education in Serbia: Post-War Perspectives*. Washington, DC: US Institute of Peace.

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**Shilts, Lee G.**

Shilts, L. & Duncan, B. (In press) Integrating externalization and scaling questions: Using "visual" scaling to amplify children's voices. In L. Hecker (Ed.), *The therapist's Notebook for children and adolescents: Homework, handouts, and activities for use in psychotherapy*. Binghamton, N.Y.: Haworth Press.

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Reiter, M. & Shilts, L. (1998) Using circular scaling questions to deconstruct depression: A case study. *Crisis Intervention and Time-Limited Treatment*, 4(2-3), 227-237.

**Sweedler, Marcia**

Sweedler, M., Harris, R. (1996) *Fairfax County Public Schools Fourth Annual Student Mediation Conference - Facilitator Training Manual*. Springfield, VA: Fairfax County Public Schools.

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**Weiss, Margo F.**

Weiss, M. (in progress). *Bereavement and loss: A clinician's guide for caring for the dying and the bereaved*.

Weiss, M. & Jultak, R. (in progress) *C.P.R. model: Getting to the heart of the matter*. NY: Jason Aronson.

Weiss, M. (1996) Book review. Continuing bonds. *Readings*, 11(3), 31.

**Witty, Cathie J.**

Witty, C.J. (1999) *Post Traumatic Stress Disorder: Diagnosing and Healing*. Paper presented at Art of Living Research Conference. Nag's Head, Boca Raton, November 19-21.

Witty, C.J. (1998a) *The Value of Mediation in Family Violence Cases: Training and Practice*, Presented paper at Law and Society Association Annual Meeting, Aspen, Colorado, June 4-7.

Witty, C.J. (1998b) *Mediation and Therapy in Response to Violence: The Voices Project*, Presented paper at Society for Applied Anthropology Annual Meeting, San Juan, Puerto Rico, April 21-26.

**Yang, Honggang**

Yang H. (1998) The Concept of Trust and Trust Building. *A Leadership Journal: Women in Leadership--Sharing the Vision*, Vol. 2, No. 2.

Yang, H. (1997) Practicing Anthropology in The Carter Presidential Center. In *Practicing Anthropology in the South*. T. Wallace, Ed. Athens, GA: University of Georgia Press.

Yang, H. (1996) Conflicts over the Commons in an American Suburb. In *Anthropological Contributions to Conflict Resolution*. A. Wolfe and H. Yang, Eds. Athens, GA: University of Georgia Press.

## SELECTED STUDENT PRESENTATIONS AND PUBLICATIONS

Battista, G., Byrne S., Jenkins, K., Posadas, G., Rozlivkova, H. (2000) *Ethnopolitical Conflict, Early Warning Systems and Peacebuilding: Bridging the Gap Between Theory and Practice*. International Studies Association, 41st annual convention, Los Angeles.

Becker, J.J. (1997) The Dominoes Fall: Attending to stability. *Journal Of Systemic Therapies*, 15(4), 80-91.

Bertram, D.E. (1993) The use of enthymemes and their applications for family therapists. *Family Process*, 32(2), 323-328.

Jenkin, K. (2000) *Nongovernmental Organizational Leaders in the transformation of Ethnopolitical conflicts: an elusive Path to Peacebuilding in northern Ireland*, Paper presented at Critical citizenship: the role of NGOs in civil society conference, University of San Diego, San Diego, CA.

Kaufman, B.A. (1995) Training tales in family therapy: Exploring The Alexandria Quartet. *Journal of Marital and Family Therapy*, 21, 55-67.

Maione, P.V. (1994) Utilizing Erickson: An application of ideas across therapeutic contexts. *Journal of Family Psychotherapy*, 5(3), 83-95.

Nau, D.S. (In press) Andy writes to his amputated leg: Utilizing letter writing as an interventive technique in brief family therapy. *Journal of Family Psychotherapy*.

Pinto, J. (1999) Peacemaking as ceremony: The mediation model of the Navajo Nation. *International Journal of Conflict Management*.

Rosenberg, B. (2000) Mandated clients and solution focused therapy: It's not my miracle. *Journal of Systemic Therapies*, 19(1), 90-99.

Scott, Michelle (2000) A Perennial Mourning: Identity Conflict & the Transgenerational Transmission of Trauma within the African American Community. *Mind & Human Interaction*, Volume 11, Number 1 2000.

Shelton, D.M. (1997) Balancing Contexts Of Separation and Connection: Applying the relational metaphor to people diagnosed HIV+. *Journal of Systemic Studies*, 16(1), 26-35.

S.I., Keethaponcalan (1999) Economic Sanctions: The American Policy Toward Iraq, in *Sri Lanka Journal of International Law*, University of Colombo, Sri Lanka, Vol-11.

Singer, M. (1997) Saving Face: Applying a systemic approach to domestic violence. *Journal of Systemic Studies*, 16(3), 229-245.

Vecchi, Greg (2000) *Economic Factors in drug Law enforcement Decisions*. Paper presented at Law and Economics International Atlantic economic conference, Munich, Germany.

Vestal, Anita (1999) Mediation and parental alienation syndrome: Considerations for an Intervention model. *Family and Conciliation Courts Review*, 37(4): 487-503.



## NOVA SOUTHEASTERN UNIVERSITY BOARD OF TRUSTEES

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*Chair*

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The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The university further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the university. Upon dismissal or suspension from the university for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected. An official transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the university is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to university officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the university decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The university registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova Southeastern University general policies on student relations are on file in the Office of the University Registrar. Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7236 or (954) 262-7220.

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3100 SW 9th Avenue  
Fort Lauderdale, Florida 33315-3025  
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## ***Web Site Address:***

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800-262-7978, ext. 3030

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